

Introduction and Overview

This document describes the pre-administration activities that the School Test Coordinator (STC) and Technology Coordinator (TC) should conduct before the *Test Coordinator Manual* (TCM) becomes available (the TCM is expected to be posted at <http://avocet.pearson.com/PARCC/Home> in mid-September 2015 for fall/winter block and updated by early December for spring). Full details on preparing for administration will be included in each administration-specific TCM.

This guidance applies to both the fall and spring administrations. Documents and resources linked in this document will be posted for fall/winter and later updated for spring. Be sure to use materials for the appropriate administration.

Below is a checklist of the activities, followed by sections with further information. Some tasks in this document may be applicable to the local education agency (LEA) Test Coordinator (LTC) depending on the procedures in your state or LEA. For a full definition of the roles involved in test administration, refer to last year's TCM.

LTC	STC	TC	Task	Reference
			Prepare Instructional Supports	1.0
<input type="checkbox"/>	<input type="checkbox"/>		Review Model Content Frameworks and Test Blueprints	1.1
<input type="checkbox"/>	<input type="checkbox"/>		Develop Students' Technology Skills	1.2
<input type="checkbox"/>	<input type="checkbox"/>		View Tutorials	1.3
<input type="checkbox"/>	<input type="checkbox"/>		Review Sample Items and Rubrics	1.4
<input type="checkbox"/>	<input type="checkbox"/>		Review Practice Tests	1.5
			Take Initial Steps	2.0
<input type="checkbox"/>	<input type="checkbox"/>		Identify PARCC Teams	2.1
	<input type="checkbox"/>		Gather Information on Students Using Test Accessibility Features and Accommodations	2.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Review Online Resources	2.3
			Determine Technology Readiness	3.0
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Review Technology Requirements and SystemCheck	3.1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evaluate Technology Readiness	3.2
			Prepare Initial PearsonAccess^{next} Setup	4.0
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Familiarize Yourself with PearsonAccess ^{next}	4.1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Create PearsonAccess ^{next} User Accounts	4.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Set up Organization Files	4.3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Import SR/PNP Files	4.4
			Continue Preparing and Planning	5.0
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	State Education Agency Assistance	5.1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PARCC Support Center	5.2

1.0 Prepare Instructional Supports

School Test Coordinators are encouraged to share the following instructional supports with educators in their school buildings to familiarize them with PARCC testing.

1.1 Review Model Content Frameworks and Test Blueprints

The Model Content Frameworks are guiding documents that serve as a bridge between the Common Core State Standards (CCSS) and the PARCC assessments. The frameworks were developed to help design items for the PARCC tests and to support educators' implementation of CCSS. Test Blueprints are a series of documents that describe the content and structure of each test. School Test Coordinators may find it helpful to provide these documents to teachers in their schools.

Note: Test design changes are being implemented for the spring 2016 administration, which will combine the Performance-based Assessment (PBA) and End-of-Year assessment (EOY) into one testing window.

Model Content Frameworks and Test Blueprints can be found at the following URLs:

Model Content Frameworks:

<http://www.parcconline.org/resources/educator-resources/model-content-frameworks>

ELA Test Specifications:

<http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents>

Math Test Specifications:

<http://www.parcconline.org/assessments/test-design/mathematics/math-test-specifications-documents>

1.2 Develop Students' Technology Skills

School Test Coordinators should share with educators the checklist of technology tools that students will encounter on the PARCC assessments:

<http://parcc.pearson.com/resources/technology-setup/technology-skills-for-computer-based-assessment.pdf>

1.3 View Tutorials

(Estimated Time: 30 minutes for each tutorial)

The purpose of the PARCC Tutorials is to demonstrate the navigation and tools for computer-based assessments, while the paper-based tutorials provide an opportunity for students to familiarize themselves with the testing materials.¹ The items appearing in these tutorials are samples to familiarize students with the technology platform and paper-based format that will be used for the PARCC assessments.

It may be helpful for educators to review the tutorials with students before the students complete the tutorials independently. It is important to schedule sufficient time for tutorials in order for students to become familiar

¹ **Note:** Beginning with the Spring 2016 Administration, students will receive a test booklet and record answers in separate answer documents for grades 4 and above. Therefore, administering a paper-based tutorial for students can provide additional practice using separate test booklets and answer documents.

with items and tools, since Test Administrators cannot assist students during administration with content or functionality questions.²

There are specific tutorials for using the equation editor for mathematics tests as well as some accommodations, such as text-to-speech. There is a blank equation editor that teachers can use to practice classroom items.

The PARCC tutorials can be found online at <http://parcc.pearson.com/tutorial/>.

1.4 Review Sample Items and Rubrics

Sample Items are resources intended for use by educators, parents, students, and the public to help increase understanding about the PARCC assessments. Sample items provide the opportunity to become familiar with the online format and types of questions on the PARCC assessments.

The purpose of the rubrics is to communicate an established set of criteria, including rules, principles, and illustrations, for student work at each score point.

The PARCC sample items and rubrics can both be found online at <http://parcc.pearson.com/sample-items/>.

1.5 Review Practice Tests

(Estimated Time: 60-110 minutes for each practice test)

There are practice tests for both computer-based tests and paper-based tests in both content areas. Practice tests have accessibility features built into the platform. PARCC has also made available practice tests for students using text-to-speech, screen readers, braille, large print, American Sign Language, closed captioning. The following practice tests are available for mathematics only: Spanish computer-based, Spanish paper-based, Spanish large print, and Spanish text-to-speech. These are intended to familiarize educators and students (as well as parents and the public) with the kinds of items, tools, and formats used on PARCC assessments to prepare for the test-taking experience.

It is highly recommended that School Test Coordinators develop a plan to provide students with an opportunity to become familiar with the PARCC practice tests. LEAs and schools may set their own schedules, but the sample items, practice tests, and/or tutorials should be administered on a separate day before the PARCC assessment is administered.

PARCC practice tests can be found online at <http://parcc.pearson.com/practice-tests/>.

² **Note:** For the Spring 2016 Administration, younger students may benefit from having the tutorials read aloud.

2.0 Take Initial Steps

2.1 Identify PARCC Teams

School Test Coordinators should identify who at the school will serve as the Technology Coordinator(s), Test Administrator(s), Proctor(s), and any other personnel who will be involved in the administration of PARCC tests. Identify which staff members will need access to PearsonAccess^{next} (refer to Section 4.0 below).

School Test Coordinators should plan a communications strategy for the team so that important information can be shared.

2.2 Gather Information on Students Using Test Accessibility Features and Accommodations

Prior to selecting accessibility features and/or accommodations for student use on PARCC assessments, educational teams responsible for decision-making for students with disabilities and English learners must become familiar with available accessibility features and accommodations.

For students with disabilities, the Individualized Education Program (IEP) team or 504 coordinator will collect student information to populate the Personal Needs Profile (PNP) section of the Student Registration/Personal Needs Profile (SR/PNP) data file.

For English learners, the educators responsible for selecting accessibility features and/or accommodations (or an English learner plan, if required in your state) will identify the needed supports for those students in the PNP section of the SR/PNP for the student.

For English learners with disabilities, the IEP team or 504 coordinator will make PNP decisions in collaboration with an educator or educators who are familiar with the language needs of the student.

For students without disabilities, and who are not English learners, PNP decisions will be made by a team based on the student's education-related needs and preferences. The team may include the:

- Student (as appropriate)
- Parent/guardian
- Student's primary educator in the assessed content area(s)
- Other individuals involved in the educational program of the student

For more information on test accommodations, refer to the *Accessibility Features and Accommodations Manual, 4th Edition* (AF&A Manual). The AF&A Manual can be found online at <http://avocet.pearson.com/PARCC/Home> (click on "Accessibility Features and Accommodations" and then "AF&A Manual").

2.3 Review Online Resources

PARCC resources are posted in a portal online at <http://parcc.pearson.com/>. The following resources are linked from this page:

- PearsonAccess^{next} (refer to Section 4.0)
- Technology Setup (refer to Section 3.0)
- Manuals & Training (refer to information below on online training modules)
- Test Preparation (refer to Section 2.0)
- Bulletins
- Support

Online training modules are narrated slide shows that were created to prepare Test Coordinators, Technology Coordinators, and Test Administrators in tasks before, during, and after testing.

School Test Coordinators should identify specific modules for their team members to view before testing, based on individuals' roles. In addition to assigning the training modules, School Test Coordinators may wish to begin planning other local training sessions.

PARCC Training Modules can be found online at the link above or more directly at <https://parcc.tms.pearson.com/>. Once you provide your email and contact information, you will be able to access the task-based modules. Individuals who registered to view the modules in 2014–2015 will need to re-register for the 2015–2016 school year.

3.0 Determine Technology Readiness

Tasks in this section are relevant for schools doing computer-based testing only.

3.1 Review Technology Requirements and SystemCheck

The technology requirements provide minimum and recommended specifications for computer hardware, input devices, and security requirements; and suggest recommended levels of bandwidth that will support schools' instructional and assessment needs. Schools and districts are encouraged to use these guidelines to determine the suitability of existing computers as test-taking devices.

PARCC Technology Guidelines can be found at the following URL:

<http://parcc.pearson.com/technology-setup/> -> Technology Guidelines

Technology Coordinators should use the SystemCheck Tool to confirm whether test-taking devices meet the minimum requirements needed to run TestNav for computer-based assessments, and to evaluate bandwidth capacity for Internet and Proctor Caching connections. ProctorCache is Pearson supplied software that is used in conjunction with TestNav to reduce bandwidth requirements and accelerate the delivery of test content. It allows administrators to precache test content to a local network before testing and reduces the burden on the Internet Service Provider. Precached content is encrypted and stored locally.

The SystemCheck Tool can be found at the following URL:

<http://parcc.pearson.com/technology-setup/> -> SystemCheck

Detailed information on ProctorCaching processes is available at the following URL:

<http://parcc.pearson.com/technology-setup/> -> Proctor Caching

3.2 Evaluate Technology Readiness

It is important to identify any gaps in technology capacity, including test-taking devices that do not meet technology specifications and whether bandwidth is sufficient, to explore possible scenarios for addressing those gaps. It is also important to determine device and network readiness. Additional information on technology readiness planning can be found at the following URL:

<http://www.parcconline.org/assessments/administration/technology> -> School Readiness Planning

4.0 Prepare Initial PearsonAccess^{next} Setup

4.1 Familiarize Yourself with PearsonAccess^{next}

Before you begin the PearsonAccess^{next} tasks, it is important to become familiar with the PearsonAccess^{next} portal, the online assessment management system for online and paper testing. There are task-based training modules on using PearsonAccess^{next} available at <https://parcc.tms.pearson.com/>.

4.2 Create PearsonAccess^{next} User Accounts

User accounts are the primary method for granting (and preventing) access to PearsonAccess^{next}. All user accounts are assigned to at least one organization (e.g., a school or district). User accounts also contain a user's personal and system-related information such as user ID and email address.

The organization to which a user account belongs defines the level of data the user will be able to view and manage. Each user account has a set of user roles and a set of permissions associated with it. The User Role Matrix identifies roles and permission of all possible user roles. Role names are represented in columns and system operations are in the rows. The User Role Matrix can be found on the secure Support page of PearsonAccess^{next}.

A user can only access data for his or her assigned organization(s) and the data for any organizations lower in the hierarchy. For example, if the user account is assigned to a school, the user only has access to data for that school. If the user account is assigned to a district, the user can access district data, as well as data from all the schools assigned to that district.

Your state may have set up initial user accounts; if so, your state will provide more information on this. School Test Coordinators should assign user accounts, identify the level of data each team member needs, and assign roles accordingly. Email addresses will need to be updated over time by individuals, since important updates will be sent via email.

Information regarding creating, editing and managing User Accounts can be found in the following training module:

<https://parcc.tms.pearson.com/> -> PearsonAccess^{next} Training Modules -> User Roles Training Module

4.3 Set up Organization Files

Each state, LEA/district, and school is an organization; organizations must exist in PearsonAccess^{next} in order for each school to conduct test-related activities. States have set up initial organizations for LEAs and schools. LEA Test Coordinators may need to become familiar with creating and managing organizations to update organization files as needed.

The organizational hierarchy provides a backbone or a framework that gives structure to the data that will be stored in the system. For example, all students, administrators, and teachers in PearsonAccess^{next} must "belong" to an organization. Student data and user accounts can be uploaded only after the organizational hierarchy is built. For this reason, building the organizational hierarchy is one of the first tasks.

Information regarding creating and managing an organization on PearsonAccess^{next} can be found in the following training module:

<https://parcc.tms.pearson.com/> -> PearsonAccess^{next} Training Modules -> Managing Organizations & Enrollment Training Module

4.4 Import SR/PNP Files

Once an organization is created and is set to be participating, student records can be created and registered by importing a SR/PNP Data File. Schools administering paper-based tests (as well as schools administering computer-based tests) must complete a SR/PNP import in PearsonAccess^{next}. The SR/PNP File populates counts in the “enrollment count” fields in PearsonAccess^{next}, which are used to order testing materials. Certain states may be handling this import at the state level. Please see below for your state SR/PNP process:

State	SR/PNP Process
Colorado (spring only)	Colorado Department of Education will prepare and upload the initial Student Registration File on behalf of schools and districts.
District of Columbia (spring only)	The Office of the State Superintendent of Education (OSSE) will upload the initial Student Registration Import. LEAs are responsible for the accuracy of the student registration data and will have opportunities to edit and verify registrations. There may also be requests for pre-registration data collection on course-based testing.
Illinois	The Illinois State Board of Education will prepare and upload the Student Registration File (and PNP information) on behalf of schools and districts. Districts must enroll students in SIS, include course assignment information, and PNP information.
Maryland	District/LEA will compile and submit, except for LEA 24 schools, who will submit at the school level.
Massachusetts (spring only)	The Massachusetts Department of Elementary and Secondary Education will prepare and upload the Student Registration files on behalf of schools and districts based on the state Student Information Management System (SIMS) data. Whenever possible, the state will preload PNP data based on PNP data for schools that administered spring 2015 PARCC tests as well as a crosswalk from accommodation data for students who took MCAS tests in spring 2015. Schools should be prepared to edit and update PNP data, especially for grade 3 students who have never taken state tests.
New Jersey	The districts will upload the PARCC student registration/ Personal Needs Profile in PearsonAccess ^{next} . Students enrolled in districts after the closing of the student registration import window must be registered by the district/school in PearsonAccess ^{next} .
New Mexico	The PED will import the initial SR/PNP file into PearsonAccess ^{next} using the 2015 End-of-year STARS snapshot. For computer-based testing, DTCs and state charter STCs will need to edit this data and/or add additional students up until the time of testing. Districts may choose to either update students by uploading an SR/PNPfile or edit the prepopulated student information in PearsonAccess ^{next} .
Rhode Island	The Rhode Island Department of Education will prepare and upload the initial Student Registration File on behalf of schools and districts. Districts/LEAs are responsible for updating this data.

Information regarding creating and importing a SR/PNP Data File can be found in following training module:
<https://parcc.tms.pearson.com/>->PearsonAccess^{next} Training Modules-> Student Registration/Personal Needs
Profile Training Module

5.0 Continue Preparing and Planning

Plan to continue preparing for PARCC testing. Updates will be provided to LEAs and schools in test administration and technology bulletins, which will be posted at <http://parcc.pearson.com/bulletins/> (and may be distributed by PARCC or your state). Other preparations that need to take place closer to test administration will be described in each administration-specific TCM.

5.1 State Education Agency Assistance

Contact your state's PARCC contact (see below) for assistance with:

- Testing schedule
- Testing accessibility features and accommodations
- Unusual circumstances on test days
- Violations of test security
- School emergencies that affect testing
- Questions about general testing policies
- Questions about state communications

State	Phone	Email	Fax
Colorado (spring only)	303-866-6849	Boyd_s@cde.state.co.us	303-866-6680
District of Columbia (spring only)	202-535-2651	osse.assessment@dc.gov	202-727-2019
Illinois	866-317-6034	jpalmer@isbe.net	217-782-6097
Maryland	410-767-0083	parcc.msde@maryland.gov	410-333-0052
Massachusetts (spring only)	781-338-3625	parcc@doe.mass.edu	781-338-3630
New Jersey	Elementary School (grades 3–5): 609-341-3456 Middle School (grades 6–8): 609-777-2087 High School: 609-292-8739	Elementary (grades 3–5): orlando.vadel@doe.state.nj.us Middle (grades 6–8): timothy.steele-dadzie@doe.state.nj.us High School: veronica.orisi@doe.state.nj.us	609-984-6032 or 4942
New Mexico	505-827-5861	ped.assessment@state.nm.us	505-827-6689
Rhode Island	401-222-8494	parcc@ride.ri.gov	401-222-3605

5.2 PARCC Support Center

Contact the PARCC Support Center for assistance with:

- Navigating PearsonAccess^{next}
- Navigating the Training Center
- Managing Student Registration/Personal Needs Profile (SR/PNP) Data
- Setting up test units
- Managing user IDs and passwords
- Accessing resources
- Setting up proctor caching
- Submitting additional orders
- Inquiring about shipments

Phone Support

1-888-493-9888

Monday–Friday

5:30 a.m.–6:30 p.m. (CST)

Email Support

parcc@support.pearson.com

Chat

Via PearsonAccess^{next}