

PERSONAL NEEDS PROFILE (PNP) FORM

(PARCC and NJSLA-S)

In order to individualize the testing experience and enhance access to the statewide assessment for all students, an extensive set of accessibility features and accommodations is available. **Accessibility features** are available to ALL students. **Accommodations** are available to students with IEPs or Section 504 plans and students who are English Language Learners (ELL). Identifying the accommodations and selected accessibility features early in the school year is critical since a Personal Needs Profile (PNP) of each student's testing needs will be embedded within the technology platform before statewide assessments are administered. **The use of this form as a planning document is recommended but not required.**

- Districts/Schools must determine which, if any, of the accessibility features listed below will be available to each student based on the individual student's specific needs, not based on group decisions for a class or grade.
- Accommodations for students with IEPs or 504 plans are made by IEP or 504 teams and documented in IEPs and 504 plans. The district and school test coordinator must work with the special education director and child study teams to determine how accommodations and accessibility features identified in IEPs and 504 plans are entered into the electronic SR/PNP. This document can be used to communicate that information.
- Accommodations for ELs are selected by teachers. This planning form can be used by teachers to record those accommodations selected and share with the school test coordinator for entry into the electronic SR/PNP.

Early, collaborative planning will reduce the likelihood of giving students incorrect accommodations or accessibility features on the day of the test. This form should be completed in advance of testing and forwarded to the person responsible for entering the data into the electronic SR/PNP. Please refer to the [PARCC Accessibility Features and Accommodations Manual – Sixth Edition](#) for additional information regarding accommodations and accessibility features for ELA/L, Math, and Science.

Please complete the appropriate information below.

Student Name: _____ **DOB:** / / **Gender:** _____ **Mode:** _____
CDS Code: _____ **SID#:** _____ **EL:** _____ **SE code:** _____
Grade Level: _____ **ELA:** _____ **Math:** _____ **Science:** _____ **504 Plan:** _____
CST or Designee Signature: _____ **Date:** / /

Please check all applicable administrative considerations, accommodations, and/or accessibility features boxes.

Administrative Considerations for All Students

Frequent Breaks	Separate/Alternate Location	Small Group Testing	Specialized Equipment or Furniture
Specified Area or Setting	Time of Day		

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Accessibility Features Identified in Advance

Answer Masking

Color Contrast

Presentation Accommodations

ASL Video (ELA/L)

ASL Video (Math)

Assistive Technology – Screen Reader (ELA/L and Math)

Assistive Technology – Non-Screen Reader (ELA/L and Math)*

Closed Captioning (ELA/L)

Refreshable Braille Display (ELA/L)

Alternate Representation – Paper Test (ELA/L and Math)

Large Print (ELA/L and Math)

Braille with Tactile Graphics (ELA/L and Math)

Human Signer for Test Directions (ELA/L and Math)

Response Accommodations

Answer Recorded in Test Book

Braille Response

Calculation Device and Mathematics Tools (Math)

ELA/L Constructed Response

ELA/L Selected Response or Technology Enhanced Items

Mathematics Response

Monitor Test Response

Word Prediction (ELA/L)

English Language Learners

Administration Directions Clarified in Student's Native Language

Administration Directions Read Aloud in Student's Native Language

Mathematics Response

Transadaptation of Mathematics Assessment

Word to Word Dictionary (English/Native Language)

Other Accessibility Features and Accommodations

Text-to-Speech (ELA/L)

Text-to-Speech (Math)

Human Reader or Human Signer (ELA/L)

Human Reader or Human Signer (Math)

Unique Accommodation (ELA/L)

Unique Accommodation (Math)

Emergency Accommodation (ELA/L)

Emergency Accommodation (Math)

Timing and Scheduling (IEP, 504 Plan, or EL)

Extended Time (ELA/L)

Extended Time (Math)

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**Presentation accommodations are reserved for when a specific form is provided to a student. It infers the student will use the Assistive Technology as a Response accommodation as well. Assistive Technology (Non-Screen Reader) as a Response Accommodation is reserved for all 3rd party external response accommodations – so where applicable, capturing its usage is a value within the specific Response Accommodation type.*

Please note: American Sign Language (ASL) will not be available during the NJSLA-S for the Spring 2018 Field Test. In addition, the calculator will always be available within the Science assessment; however, it is not considered a testing accommodation nor is it considered an accessibility feature for NJSLA-S.

Below is a list of PARCC Special Education Classifications:

AUT = Autism

DB = Deaf-Blindness

DD = Developmental Delay

EMN = Emotional Disturbance

HI = Hearing Impairment

ID = Intellectual Disability

MD = Multiple Disabilities

OI = Orthopedic Impairment

OHI = Other Health Impairment

SLD – Specific Learning Disability

SLI = Speech or Language Impairment

TBI = Traumatic Brain Injury

VI = Visual Impairment