1. Q: Are NC Final Exams replacing End-of-Grade (EOG) and End-of-Course (EOC) assessments?
   A: No. EOGs and EOCs are part of the state’s READY Accountability Model. The NC Final Exams are not part of the Accountability Model and are used in grades or subject areas that do not have an EOG or EOC to measure student growth for the state’s Educator Effectiveness Model.

2. Q: Does the 95 percent rule for participation in assessments in the North Carolina Testing Program apply to the NC Final Exams? If not, can LEAs “excuse” students who are already failing the course from taking the NC Final Exam?
   A: The 95 percent rule does not apply to the NC Final Exams. However, all students enrolled in courses in which NC Final Exams are administered must take the appropriate assessment at the completion of the course. This includes students who are identified as failing a course/grade/subject for which an NC Final Exam is required.

3. Q: If an NC Final Exam is administered in a class, are all students enrolled in the class required to take the assessment?
   A: Yes. State Board policy GCS-A-016 requires all eligible students who are enrolled in a grade/course in which an NC Final Exam is being administered to participate in the administration, with or without an accommodation.

4. Are middle school students who are taking a course with an NC Final Exam required to take the NC Final Exam if they are taking the EOG in the same subject area?
   A: Yes. If a middle school student is enrolled in a course in which an NC Final Exam is administered, he or she is expected to take both the NC Final Exam and the EOG exam. For example, an 8th-grade student enrolled in
Earth/Environmental Science would take both the Earth/Environmental Science NC Final Exam and the Grade 8 Science EOG.

5. Q: Can high school seniors be exempted from the NC Final Exams by the building principal, a school-based exemption policy, or a local board of education policy?
   A: No. Per State Board policy GCS-A-016, all eligible public school students shall participate in the administration of the NC Final Exams administration, with or without accommodations, including seniors who are exempt from final exams by local board of education policy.

6. Q: Are students enrolled in the North Carolina Virtual Public School (NCVPS) required to take an NC Final Exam?
   A: No. Students enrolled in courses taught by the NCVPS are exempt from the NC Final Exams.

7. Q: Are students enrolled in a course for credit recovery required to take an NC Final Exam in that course?
   A: No. Students taking a course for credit recovery are exempt from the NC Final Exams.

8. Q: Are students enrolled in an AP or IB course required to take an NC Final Exam?
   A: No. All students in AP and IB courses are exempt from the administration of the NC Final Exams. AP and IB courses have a different process for determining teacher effectiveness.

9. Q: Are students with disabilities and students identified as limited English proficient (LEP) required to participate in the NC Final Exams?
   A: Students with disabilities who are currently instructed on the Extended Content Standards and, according to their Individualized Education Programs (IEPs), participate in the NCEXTEND1 alternate assessments are the only students with disabilities who are exempt from the NC Final Exams.
Students identified as LEP who score below Level 4.0 Expanding on the reading subtest of the WIDA ACCESS Placement Test (W-APT™) and are in their first year in U.S. schools are exempt from the NC Final Exams for English I, English III, and English IV. However, these students are required to participate in the administration of the NC Final Exams for science, mathematics, and social studies.

10. Q: What is required of charter schools in regards to NC Final Exams?
   A: Charter schools that have never received Race to the Top funds do not have to participate in the NC Final Exams during the 2014–15 school year. NC Final Exams must also be administered by teachers whom a charter school plans to recommend for conversion to a Standard Professional 2 (SP2) license.

11. Q: How do the NC Final Exams affect a student’s overall grade average?
   A: Results from a valid test administration should be used as a minimum of 20 percent of the student’s final grade for each respective course. This requirement does not apply to end-of-year assessments in grades 3–8, but public schools may adopt policies to use results from end-of-year assessments in grades 3–8 elementary and middles schools as part of the student’s final grade.

12. Q: What is the testing time allotted for each NC Final Exam?
   A: The administration time for all NC Final Exams (elementary, middle, and high school) is 120 minutes. No administration of the NC Final Exams may exceed 120 minutes, and each exam must be administered in one school day (except for students with documented special needs requiring accommodations, such as Scheduled Extended Time and/or Multiple Testing Sessions). The 120-minute administration time does not include time for general instructions and breaks.
13. Q: Are there alternate assessments for the NC Final Exams for students receiving Exceptional Education Services?
A: No. There are no alternate assessments for the NC Final Exams for Exceptional Children. Students with disabilities, including students only receiving services under Section 504, may receive testing accommodations for the NC Final Exams. The need for accommodations must be documented, and copies of the documentation must be kept at the school and be made available to test coordinators. The accommodations must be used routinely during the student's instructional program and similar classroom assessments. For all NC Final Exams, (1) Braille, (2) Large Print, (3) One Test Item Per Page, and (4) Large Print-One Test Item Per Page editions are available for order. Additionally, special print request can be made.

14. Q: What type of questions are on the NC Final Exams?
A: Some NC Final Exams have only multiple-choice questions for which the students have to choose the best answer. Other NC Final Exams also include one or more questions that require students to write a short answer.

15. Q: Who may administer and proctor the NC Final Exams?
A: The principal is responsible for the assignment of trained test administrators and proctors for the NC Final Exams. The selection of test administrators and proctors must adhere to the following conditions:
   - If the test administrator is the teacher who teaches the students in the subject/course of the NCFE being administered (i.e., the teacher of record), then two adults (i.e., the teacher and a proctor [one-on-one, full-time proctor or roving proctor]) should be present during the test administration.
   - If the test administrator is a teacher who teaches the same subject matter/course as the NCFE being administered but not the teacher of record, then two adults (i.e., the teacher and a proctor [one-on-one, full-time proctor or roving proctor]) should be present during the test administration.
• If the test administrator is a teacher who does not teach the subject matter/course of the final exam being administered, then LEAs/charter schools may elect not to require a second adult (i.e., proctor) be present during the test administration.

16. Q: How will the NC Final Exams affect a teacher’s rating on Standard 6?
A: Teachers with three years of individual student-growth data from the 2012–2013, 2013–14, and 2014–15 school years will receive a status of “In Need of Improvement,” “Effective,” or “Highly Effective” in the fall of the 2015–16 school year. For these individuals, the strongest two years of student-growth data will be used to determine the status. After the 2015–16 school year, the status will be determined by a three-year rolling average of student-growth data. Please note that Standards 1–5 are also used to determine the overall effectiveness status.

For teachers who do not have growth data specific to the students they are teaching, the rating on Standard 6 will come from their schools overall student growth. The teacher’s first year of personal data will occur when he or she has growth data on his or her own students.

17. Q: If a teacher teaches more than one class with an EOC, EOG, and/or NC Final Exam, which scores are used for populating Standard 6?
A: When a teacher teaches multiple classes with EOCs, EOGs, and/or NC Final Exams, the scores from all of the assessments administered that school year are combined in what is called an “evaluation composite,” and the evaluation composite is used to determine Standard 6. Teachers will be able to see value-added reports for each of the courses, grades or subjects they teach in order to examine the evaluation composite in more detail.

18. Q: When you add the Standard 6 rating and divide by three (for the three-year average), does this take into account any weighting for the number of students taught in a given year? For example, if a teacher is teaching only one period of math during the first year (maybe 27 students) and
then four periods of math during the third year (over 100 students), does the division take this into account, or is it just an even average divided by three over those three years?
A: The Standard 6 rating used to determine overall Educator Effectiveness Status is based on the average of the EVAAS growth values for each year. This value is a rolling average. After three years, the oldest year drops off, and the newest year becomes part of the average calculation.

For example:
Year 1 rating = 1.9 (met expected growth)
Year 2 rating = -2.5 (did not meet expected growth)
Year 3 Rating = 1.2 (met expected growth)
Add: 1.9 + -2.5 + 1.2 = .6 and divide by three to get the average: 6/3 = .2 (met expected growth) This is the three-year average rating used to determine effectiveness status on Standard 6.

19. Q: Will the Standard 6 rating for a teacher become public record?
A: No. Educator Effectiveness Reports are only available by district and school, not by individual teacher. Thus, only aggregate data is provided to the public. The NCDPI does, however, report to the public the percentages of teachers in a school and district who received a given rating on each of the standards. The public report suppresses the count when a cell contains 5 or fewer teachers.

20. Q: How will Exceptional Children (EC) teachers populate their data? In many cases they are coteaching rather than content-area teachers.
A: EC teachers will participate in a roster verification process in which they will claim responsibility for students they have directly instructed (as in a coteaching situation) or supported on content standards (as in a push-in/pull-out model).
21. Q: What assessments will be used in K–2 programs to determine student growth?
   A: The North Carolina Department of Public Instruction has partnered with the mClass:Reading 3D program to determine student growth in grades K–2.

22. Q: Will elementary school teachers who teach subjects such as art or music (where they teach all K–5 students) have to assess every single student in every grade that they teach?
   A: Teachers in the Arts, World Languages, and Healthful Living as well as teachers of Advanced Placement and International Baccalaureate courses will use an Analysis of Student Work process for which they will select a sample of students from whom they will collect work.