WELCOME

Lou Fabrizio
Rebecca Garland
Collaboration in an Effective Team

• Communication
• Commitment
• Easier to Resolve Conflict
• Efficient Use of Resources
• Efficient Use of Strengths
• Positive Relationships
• Positive Outcomes for Students
“Coming together is a beginning. Keeping together is progress. Working together is success!”

- Henry Ford
Terminology

Sarah McManus
Clarifying the Terms

- Universal Design for Learning
- Instruction
- Differentiated Instruction
- Construct
- Intervention
- Accommodation
- Modification
- IEP
- Section 504
- LEP
- Transitory Impairment
Universal Design for Learning

A set of principles that give all individuals equal opportunities to learn.

- *Multiple means of representation*, to give diverse learners options for acquiring information and knowledge,
- *Multiple means of action and expression*, to provide learners options for demonstrating what they know,
- *Multiple means of engagement*, to tap into learners' interests, offer appropriate challenges, and increase motivation

*Center for Applied Special Technology (CAST)*
Instruction

Webster's New World College Dictionary

– Knowledge, information, etc. given or taught
– Any teaching, lesson, rule, or precept
– Teaching skills, concepts

Webster's New World College Dictionary Copyright © 2010 by Wiley Publishing, Inc., Cleveland, Ohio.
Differentiated Instruction

– A process through which learning is enhanced by matching student characteristics to instruction and assessment.

– Not a single strategy, but rather an approach to instruction that incorporates a variety of strategies.

  - Tiered assignment
  - Learning Contracts
  - Interest Centers
  - Compacting
  - Choice Boards
  - Flexible Grouping

American Institutes for Research, U.S. Department of Education
Construct

The underlying trait assumed to be taught through instruction and measured by an assessment.
Intervention

An intervention is that which is above and beyond what is being received in the classroom.
– It is in addition to a strong “core” experience
– Goal is to accelerate growth

“Additional, targeted, and intensive reading instruction provided to students who continue to struggle with learning to read and write despite conventional instruction.”

(Foorman & Torgesen, 2001)
Accommodation:

- Changes in the way a student accesses learning/testing
- Construct does not change; assignment/content does not change
- Gives students equal access to learning without "watering down" the content
Accommodation:

• Aligned or matched between classroom instruction, classroom testing and district or state tests

• Accommodations for assessment and instruction are integrally intertwined

Sandra J. Thompson, Ph.D., Research Associate, National Center on Educational Outcomes, University of Minnesota
The Linking of Student Accommodations

Adapted from: Sandra J. Thompson, Ph.D., Research Associate, National Center on Educational Outcomes, University of Minnesota
Accommodations

• Categories:
  • Accommodated Test Formats (i.e., Braille)
  • Assistive Technology (AT) Devices and Special Arrangements
  • Special Test Environments
Modification

Modifications are adjustments to the instruction/test that change the construct through one or more of the following:

– Language Load
– Content Complexity
– Cognitive Complexity
Modifications:

• Different material
  – (e.g., different objectives)

• Reduced assignments
  – (e.g., complete 6 of 12 math problems)

• Revised assignments or tests
  – (e.g., crossing out half of the response choices so that a student only has to pick from 2 options instead of 4).
Student Plan Terminology

- **IEP** = Individualized Education Program
- **Section 504** = Federal law designed to protect rights of individuals with disabilities
- **LEP** = Limited English Proficient
- **Transitory Impairment** = Impairment with actual or expected duration of 6 months or less
How Does Responsiveness to Instruction Fit?

Sherry Abernethy
Quick Introduction

• What is Responsiveness to Instruction (RtI) ?

• How does it look in North Carolina?
School-Wide system of support for student achievement should look like this:

- Intensive Intervention: 5%
- Strategic Interventions: 15%
- Core Curriculum: 80%
The NC Problem-Solving Model

Tier I Consultation Between Teachers-Parents

Tier II Consultation With Other Resources

Tier III Consultation with the Problem Solving Team

Tier IV Consideration for EC referral

Amount of Resources Required to Address Need(s)

Significance of Need(s)

Identify Area(s) of Need

Implement Plan

Develop a Plan

Evaluate
Tier I
Consultation
Between
Teachers-Parents

Tier II
Consultation
With Other
Resources

Benchmark
Strategic
Intensive

Significance of Need(s)

Amount of Resources Required to Address Need(s)

Tier III
Consultation
With the
Problem Solving
Team

Tier IV
Consideration
For
EC Referral
What About Assessment?

- Universal Screening (Benchmarks)
- Formative Assessment
- Curriculum Based Measurement (Progress Monitoring)
Intervention ≠ Accommodation

Eligibility

To be eligible to receive accommodations students must have one of the following:

- IEP
- Section 504 Plan
- LEP Plan/Documentation
- Transitory Impairment Documentation
Universal Screening

• Given to determine how much learning has taken place at a particular point in time

• Track progress toward meeting curriculum goals and objectives
Curriculum Based Measurement

Characteristics:
- Simple
- Accurate
- Efficient
- Generalizable
- Reliable and valid
- Predictive
- Sensitive
- Flexible
Intervention

– “Additional, targeted, and intensive reading instruction provided to students who continue to struggle with learning to read and write despite conventional instruction.”

  (Foorman & Torgesen, 2001)

– Is in addition to a strong “core” experience

– Goal is to accelerate growth
Instructional Accommodations

Freda M. Lee
Universal Design for Learning (UDL) is a framework for designing curricula that enable all individuals to gain knowledge, skills, and enthusiasm for learning. UDL provides rich supports for learning and reduces barriers to the curriculum while maintaining high achievement standards for all.

(CAST, 2010)
Universal Design for Learning Accommodates Everyone

• Universal Design for Learning (UDL) Principles are the foundation for making learning accessible for all children.

• Lessons and activities designed using UDL require fewer individual accommodations and provide greater access for all.
Individualize Instructional Accommodations

Teach to a student’s strengths rather than measure the depth of their disability
Individualize Instructional Accommodations

• Provide access and level the playing field

• Address specific needs related to a student’s disability, rather than provide generic accommodations

• Use age appropriate accommodations
Accommodations Are Used to Make the Instructional Match

Goal:
Make the “match” between the students’ entry skills, prior knowledge and the demands of the curriculum/standards and classroom expectations.
Practice Makes Perfect

- Provide students direct instruction on how to use assistive devices and accommodations
- Provide students daily opportunities to use or practice with their accommodations
- Students must be taught to use accommodations across instructional settings
- Students must be taught which instructional accommodations may/may not be used on state tests.
Final Thoughts

- Keep things simple and focus on ease of use
- Ensure that students can articulate their needs and ask for their accommodations
- Ensure that all teachers are aware of the student’s instructional accommodations
- Make sure you have student and teacher buy-in
- Remember things change over time and you may need to adapt
Modifying Classroom Assessment

Guiding Teaching, Reteaching, & Assessment to Ensure Mastery

Joanne Marino
Figure 9.1 Making Content Comprehensible for English Language Learners: The SIOP Model (3rd edition), Echevarria, Vogt, & Short.
Meeting Student Needs in Classroom Assessments
Use Authentic Assessment

- Multiple forms of intelligence
  - verbal/linguistic
  - logical/mathematical
  - visual/spatial
  - musical/rhythmic
  - bodily kinesthetic
  - naturalistic
  - interpersonal
  - intrapersonal

- Varied student readiness
- Differing student interests
Accommodations (examples)

• Special arrangement:
  – Read aloud

• Special test environments:
  – Increase time
  – Add breaks through multiple test sessions
  – Allow tools such as translation dictionaries
  – Individual/small group setting
Modifying Classroom Assessments

Modifications are adjustments to the instruction/test that change the construct through one or more of the following:

– Language Load
– Content Complexity
– Cognitive Complexity
Example: Modify Language Load on Summative Classroom Assessments

- Match assessment with current language capability
- Scaffold the academic language of the test
  - Make test directions and questions comprehensible
  - Provide prompts to access receptive language
- Respect short term memory load
- Keep student’s attention
Modify Language Load

1. Clarify vocabulary
   - Define unfamiliar words
   - Highlight key words
   - Use pictures/visuals
   - Use native language

2. Simplify sentence structure
   - Reduce sentence length
   - Use present tense if possible
   - Use active, not passive voice
Modify Language Load

3. Reduce language as appropriate
   – Limit number of items and distracters
   – Cut test into smaller chunks
   – Accept performance-based responses
   – Reduce steps / give precise directions
   – Add pictures/visuals
   – Eliminate irrelevant data
Modify Language Load

4. Scaffold as appropriate
   – Tap prior knowledge
   – Lessen gaps in background knowledge
   – Allow an oral, pictorial, or physical response
   – Guide use of resources
     • Word bank / word wall
     • Sentence starters / sentence frames
     • Page numbers in text
Sentence starters /sentence frames:

I enjoyed . . .
In my opinion . . .
The setting is . . .

______ is a country on the continent of ______. A magnet attracts ________, but not ________.
The conflict is between _______ and _______ because of . . .
Multiple Choice Questions

1. In Spain, the holy week celebrations are called:
   a. Semana Santa  
   b. Holidays  
   c. La Pascua  
   d. La Pinata

2. In 776 B.C., the Greeks began an important event called:
   a. Epiphany  
   b. La Passeggiata  
   c. Eternal  
   d. the Olympic Games

3. Rome, the capital of Italy, is often called “the
   a. Vatican  
   b. Italian  
   c. Eternal

4. Which city in Spain was founded by the Moors as a fortress in the 900s?
   a. Madrid  
   b. Barcelona  
   c. Valencia

5. The chief shopping center of Athens is found at
   a. Syntagma  
   b. Monastiraki  
   c. Omonia

6. Spain began its post-war industrialization after the Spanish Civil War. One result was:
   a. Madrid’s population boomed  
   b. Fascist planes bombed Guernica  
   c. Picasso began his sketches

7. These two churches were united early in their history.
   a. Roman Catholic, Greek Orthodox  
   b. Greek Orthodox, Muslim  
   c. Muslim, Roman Catholic

8. One of the most famous books about World War I was A Farewell to Arms by:
   a. Ernest Hemingway  
   b. Herod Atticus  
   d. Villa Borghese

9. The Moors had the greatest influence in:
   a. Spain  
   b. Italy  
   d. France

10. What city became known as the religious center of the Eastern Orthodox Church?
    a. Rome  
    b. Constantinople  
    c. Madrid
Example 1

Read the following statements and circle the correct answer.

1. In **Spain** the **holy week celebrations** are called
   - b. holidays  
   - c. Semana Santa  
   - d. La Pinata

2. **Rome**, the capital city of Italy, is often called “the______ City.”
   - a. Vatican  
   - b. Italian  
   - c. Eternal

3. The **Moors** had the **greatest influence in**
   - a. Spain  
   - b. Italy  
   - d. France

4. In 776 B.C., the **Greeks began an important event** called
   - a. Epiphany  
   - c. Olympic Games  
   - d. Tithes

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Public Schools of North Carolina
Animal Research Questions

1. What is the name of the animal?

2. What does the animal look like?
   a. What color is it?
   b. What is its size?

3. Describe its habitat (where it lives).

4. How fast does it move? (What is its speed?)
   Does it fly? Does it swim?
   Does it run, walk or hop?

5. Tell about its senses (sense of smell, sense of taste, sense of touch, sense of hearing, or sense of sight).
Example 2

1. What is the name of the animal?
2. What does the animal look like?
   – What **color** is it?
   – What **size** is it?
3. What is its **habitat** (where it lives)?
4. How fast does it move? (its **speed**)
5. What are the animal’s **eating habits** (diet or **foods**)?
Understanding New Words

Directions: Place the correct letter by the statement to match the word to the definition. Now match the picture with the word.

1. Native American people who lived in the Andes Mountains of South America
   A. harpoon
   B. igloo
   C. tepee
   D. kayak
   E. adobe

2. Spear used for hunting by Native Americans of the far North
   F. Beringia
   G. pueblo
   H. Inca
   I. Maya
   J. Aztec

3. Light canoe-like boat covered with animal skin

4. Temporary shelter made of blocks of ice and snow

5. Tent covered with buffalo skins used as a shelter by Native Americans of the Great Plains

6. Sun-dried brick used to build homes by Native Americans of the Southwest

7. Name given by the Spanish for cliffside homes and the Native Americans who built them

8. Native American people who lived in Mexico’s Yucatán Peninsula

9. Native American people whose capital was located on the site of today’s Mexico City

10. The name given to the land bridge which made it possible for people to walk from Asia to North America thousands of years ago

   A. kayak
   B. pueblo
   C. tepee
   D. igloo
   E. harpoon
1. The **first periodic table** was **developed** (made) by _______. He **arranged** the periodic table according to **increasing atomic _______.**

2. The **modern periodic table** is now **arranged** in order of increasing atomic _______. _______ was the **scientist** whose discoveries made this rearrangement possible.

**Word Bank**

<table>
<thead>
<tr>
<th>Dalton</th>
<th>Color</th>
<th>Rutherford</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bohr</td>
<td>Mass</td>
<td>Weight</td>
</tr>
<tr>
<td>Moseley</td>
<td>Number</td>
<td>Mendeleev</td>
</tr>
</tbody>
</table>
Part I: Vocabulary Match

Abraham Lincoln  North Carolina
Andrew Johnson  amnesty

1. President A__ ah_m L__ nc__ n wanted the 10% Plan.

2. When a government official grants a pardon it is called a__est__.
The bottom line . . .

*Modified classroom benchmark/summative assessments must match*

*student readiness, instructional practices,*

*and*

*include the use of appropriate designated state-mandated testing accommodations*
Break

(Put any Questions, Comments, or Concerns in the Parking Lot)
Collaboration and Making Decisions

Helga Fasciano
Elissa Brown
Collaboration in an Effective Team

• Communication
• Commitment
• Easier to Resolve Conflict
• Efficient Use of Resources
• Efficient Use of Strengths
• Positive Relationships
• Positive Outcomes for Students
“Coming together is a beginning. Keeping together is progress. Working together is success!”

- Henry Ford
Considerations for Committee Communication and Decision-Making

- Base accommodations on student need
- Integrate assessment accommodations into classroom instruction
  - Provide practice opportunities
  - Use as part of the regular instruction
  - Inform all relevant teachers
Considerations for Committee Communication and Decision-Making

• Use state list of approved testing accommodations
  – Understand purpose of the accommodation
  – Students may have overlapping identifications which may require specific accommodations based on area of need(s) and/or content
  – Make sure accommodation is appropriate for the student and the test
A student with more than one identification...

- Use the following Hierarchy of Accommodation Documentation
  
  A. IEP

  B. Section 504 Plan

  C. LEP Plan/Documentation

  D. Transitory Impairment Documentation
Documentation Scenario – Which would you use?

• Student has an IEP and is also identified as LEP.

• Hierarchy
  – IEP
  – Section 504 Plan
  – LEP Plan/Documentation
  – Transitory Impairment Documentation
Documentation Scenario – Which would you use?

• Student has a Section 504 Plan and also has a transitory impairment necessitating testing accommodations.

• Hierarchy
  – IEP
  – Section 504 Plan
  – LEP Plan/Documentation
  – Transitory Impairment Documentation
Documentation Scenario – Which would you use?

• Student is identified as LEP only.

• Hierarchy
  – IEP
  – Section 504 Plan
  – LEP Plan/Documentation
  – Transitory Impairment Documentation
Be Consistent: Testing Accommodations Language

• Must align with language of state-approved testing accommodations
  – IEP
  – Section 504 Plan
  – LEP Plan/Documentation
  – Transitory Impairment Documentation
Authoritative Sources

Gary Williamson
State Testing
Accommodations

Audrey Martin-McCoy
Carrie Perkis
State Testing Accommodations

Accommodations are practices and procedures that provide equitable access to state test content for both

- Students with disabilities; and
- Students identified as limited English proficient (LEP).
State Testing Accommodations

Students with disabilities and LEP students must be included in the testing program under one of the following conditions:

- Standard test administration
- Test administration with accommodations
State Testing Accommodations

State testing accommodations must be:

- Documented in the student’s IEP, Section 504 Plan, LEP Plan/documentation, transitory impairment documentation, and

- Used routinely during instruction and similar classroom assessments that measure the same construct.

- Accommodations are **not** to be provided for test score enhancement.
State Testing Accommodations

State testing accommodations must be based on the following:

• Decisions that are determined by a school-based team/committee;

• Knowledge and consideration of the needs of the whole child; and

• Recording and sharing the plan/documentation.
State Testing Accommodations

School systems must ensure:

- Staff are trained in the appropriate use of the accommodation(s) during testing;

- Students are provided with the appropriate testing accommodations based on their plan/documentation; and

- Test security is maintained at all times.
TESTING ACCOMMODATIONS
INFORMATION FOR:
STUDENTS IDENTIFIED AS
LIMITED ENGLISH PROFICIENT
State LEP Testing Accommodations

Eligibility

LEP students who score below Level 5.0 Bridging on the reading subtests of the W-APT/ACCESS for ELLs are eligible to receive state-approved LEP testing accommodations on all state tests except the state writing assessment at grade 10.
State LEP Testing Accommodations

Eligibility

LEP students who score below Level 5.0 Bridging on the writing subtest of the W- APT/ACCESS for ELLs, are eligible to receive state-approved LEP testing accommodations on the state writing assessment at grade 10.
State LEP Testing Accommodations

The six state-approved LEP accommodations:

- English/Native Language Word-to-Word Bilingual Dictionary/Electronic Translator
- Multiple Testing Sessions
- Scheduled Extended Time
- Student Reads Test Aloud to Self
- Test Administrator Reads Test Aloud in English
- Testing in a Separate Room
TESTING ACCOMMODATIONS
INFORMATION FOR:
STUDENTS WITH DISABILITIES
Who is Eligible for Testing Accommodations?

• Students with disabilities with a current **Individualized Education Program** (IEP)
• Students with disabilities with a current **Section 504 Plan**
• Students with a temporary disability with current **Transitory Impairment** documentation
## Testing Program Options for Students with Disabilities

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Students with Current IEP</th>
<th>Students with Current Section 504 Plan/TI Documentation Only</th>
</tr>
</thead>
</table>
| General Assessment (EOG, EOC, Grade 10 Writing, W-APT, ACCESS for ELLs) | • Standard  
• With testing accommodations | • Standard  
• With testing accommodations |
| Alternate Assessment                    | • NCEXTEND2  
• NCEXTEND1  
• With or without accommodations | • Not eligible for alternate assessment |
What Types of Testing Accommodations are Available for Student with Disabilities?

• Modified Test Formats

• Assistive Technology (AT) Devices and Special Arrangements

• Special Test Environments
Modified Test Formats

- Braille Edition
- Large Print Edition
- One Test Item Per Page Edition
Assistive Technology Devices and Special Arrangements

- Braille Writer/Slate and Stylus (Braille Paper)
- Cranmer Abacus
- Magnification Devices
- Student Marks Answers in Test Book
- Student Reads Test Aloud to Self
Assistive Technology Devices and Special Arrangements

- AT Devices
- Dictation to a Scribe
- Keyboarding Devices
  (May result in not receiving conventions score for Grade 10 Writing)
- Interpreter/Transliterator Signs/Cues Test
- Test Administrator Reads Test Aloud
  (In English)
  (Invalidate scores of state tests measuring reading comprehension)
Assistive Technology Devices and Special Arrangements

- Braille Writer/Slate and Stylus (Braille Paper)
- Cranmer Abacus
- Magnification Devices
- Student Marks Answers in Test Book
- Student Reads Test Aloud to Self
Assistive Technology Devices and Special Arrangements

- AT Devices
- Dictation to a Scribe
- Keyboarding Devices
- Interpreter/Transliterator Signs/Cues Test
- Test Administrator Reads Test Aloud (In English)
A pilot flies 728 miles. Which is another way to write this number?

A seven hundred eighty-two
B seven hundred thirty-eight
C seven hundred twenty-eight
D seven hundred and twenty-eight
Special Test Environments

• Hospital/Home Testing
• Multiple Testing Sessions
• Scheduled Extended Time
• Testing in a Separate Room
# Multiple Testing Sessions

<table>
<thead>
<tr>
<th></th>
<th>Standard</th>
<th>Sarah</th>
<th>Helga</th>
<th>Ira</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Days of Testing</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Number of Items</strong></td>
<td>54</td>
<td>54</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>Day 1</td>
<td>Day 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Estimated Testing Time</strong></td>
<td>135</td>
<td>135</td>
<td>135</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Frequency of Breaks</strong></td>
<td>After 45</td>
<td>After 30</td>
<td>After 15</td>
<td>After 45</td>
</tr>
<tr>
<td></td>
<td>min.</td>
<td>min.</td>
<td>Items</td>
<td>min.</td>
</tr>
<tr>
<td></td>
<td>90 min.</td>
<td>60, 90</td>
<td>15, 30, 45</td>
<td>45 min.</td>
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<tr>
<td></td>
<td></td>
<td>45 min.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Breaks</strong></td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(at 45 and 90 min.)</td>
<td>(at 30, 60, 90, 120 min.)</td>
<td>(at 15, 30, 45 min.)</td>
<td>(at 45 min.)</td>
</tr>
<tr>
<td><strong>Length of Each Break</strong></td>
<td>2 Min</td>
<td>5 Min</td>
<td>2 Min</td>
<td>3 Min</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Public Schools of North Carolina
Testing Accommodations for **NCEXTEND1**

- Responds with Use of an Augmentative Communication Device, Picture Board, etc.

- Large Print Materials

- Adaptations to NCDPI-Provided Manipulatives
Special NCDPI Approved Testing Accommodations (SWD only)

• Submit Accommodation Notification Form for NCDPI review/approval
• New for 2010-11: Accommodations Information Management System (AIMS)
• Submit requests early in school year
• Not available for LEP-only students
Modifications on State Assessments

Nadine McBride
Introduction

• In April 2007, the U.S. Department of Education issued regulations allowing the development of assessments based on “modified academic achievement standards”
Defined as…. 

• “A modified academic achievement standard is an expectation of performance that is challenging for eligible students, but is less difficult than a grade-level academic achievement standard.”

Purpose and Use

• Intended to bridge the gap between the 1% and the general assessment for a “limited group of students whose disability has prevented them from attaining grade-level proficiency”.

• By the end of 2009, nine states had already administered an Alternate Assessment based on Modified Academic Standards (AA-MAS).
In North Carolina....

• **NCEXTEND2** introduced as an operational summative assessment in the AA-MAS category in 2005-06.

• Available in Math and Reading Grades 3-8 and Science Grades 5 and 8.
Modifications Made

• Three response options for each item
• Non-curricular language simplified
  – Restricted to two grade levels below
• Fewer questions
  – No embedded field test items
• Reading passages are shorter
• Two items per page
Modifications by Other States

• Bolding and highlighting of key words
• Bolding the item stem
• Boxing response options
• Breaking reading passages into smaller sections with relevant items below
• Font size and type changed
Studies on *NCEXTEND2*

- A study conducted in 2006 confirmed that the *NCEXTEND2* was less difficult than the general assessment when given to the general student population.
- An alignment study found adequate alignment of the items with the SCS but that the cognitive complexity of items ranged from at or below the levels of cognitive complexity of the SCS.
Lunch on Your Own

Return at 12:45
Accommodations Monitoring

Sarah McManus
Carrie Perkis
USED Requirements

• USED must approve the North Carolina Testing and Accountability Programs
• The NCDPI must submit evidence of a system for monitoring the implementation and effectiveness of testing accommodations
Components of the System

- Resources for helping teams/committees make and document decisions about testing accommodations
- Documentation of required accommodations
- Documentation of provided accommodations
- Documentation of usage of accommodations
Monitoring for 2009-10

Carrie Perkis
2009–10 Monitoring Update

Thank you to participating LEAs and schools

- Mooresville Graded School District
  - Mooresville High School
- Public Schools of Robeson County
  - Magnolia Elementary School
- Public Schools of Rockingham County
  - Holmes Middle School
  - Rockingham County High School
- Public Schools of Tyrrell County
  - Tyrrell Elementary School
  - Columbia Middle School
2009–10 Monitoring Data

- Review of student accommodations documentation
- Observation of accommodated testing sessions
- Interviews with school staff
2009–10 Monitoring Feedback: Accommodations Documentation

• Data Collected
  – Discrepancies in accommodations documentation

• Recommendations
  – System for ensuring accuracy and alignment of testing accommodations documentation
  – Consistent, state-approved language across all types of testing accommodations documentation
2009–10 Monitoring Feedback: Accommodations Documentation

• Section 504 Plan, LEP Plan/Documentation, Transitory Impairment Documentation testing accommodations charts modeled after IEP testing accommodations chart (IEP DEC 4 page 6 of 10)
### Section 504 Plan

#### Testing Accommodations Chart

**Student Name:** [Name]
**Duration From:** [Start Date] **To:** [End Date]

[**North Carolina Testing Program**](http://www.ncte.org)

Select the appropriate state assessment(s) and testing accommodations that will allow the student to demonstrate his/her knowledge. Accommodations that are listed on the Section 504 Plan must be used routinely in classroom instruction and in similar classroom assessments. Select testing accommodations that correlate to instructional accommodations used routinely throughout the academic year. For specific questions regarding accommodations use and availability for specific tests, refer to the Testing Student with Disabilities Manual published by [State Department of Education](http://www.sde.state.nh.us/), available at [http://www.npsd.org](http://www.npsd.org).

Section 504 Committees are instructed to select, for each assessment, only those accommodations that do not invalidate the score.

<table>
<thead>
<tr>
<th>Standard Test Administration with No Accommodations:</th>
<th>Test-Related Test Accommodations</th>
<th>Test of English Language Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Standard Test Administration with No Accommodations:</td>
<td>[ ] Test-Related Test Accommodations</td>
<td>[ ] Test of English Language Proficiency</td>
</tr>
<tr>
<td>[ ] Test-Related Test Accommodations</td>
<td>[ ] Test of English Language Proficiency</td>
<td></td>
</tr>
<tr>
<td>[ ] Test of English Language Proficiency</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 3-8</th>
<th>Grade 3-8</th>
<th>Grade 10</th>
<th>Grade K-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
<td>Writing</td>
<td>Writing</td>
<td>Writing</td>
</tr>
<tr>
<td>Listening</td>
<td>Listening</td>
<td>Listening</td>
<td>Listening</td>
</tr>
</tbody>
</table>

### Rules

- **Large Print Editions**
- **One Test Book Per Page Edition**
- **Assessment Technology Device:** Specify
- **Audio: Video/Mode of Presentation**
- **Braille: Braille, Print and Typewriter (Braille Typewriter)**

### Accommodations

- **Alternate or Reduced Format:** Specify
- **Parent or Teacher Notes:** Specify

<table>
<thead>
<tr>
<th>Magnification Devices</th>
<th>Reading Aids</th>
<th>Test Administration / Computer Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Reading Aids</td>
<td>[ ] Test Administration / Computer Tasks</td>
<td></td>
</tr>
<tr>
<td>[ ] Test Administration / Computer Tasks</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Multiple Testing Sessions</th>
<th>[ ] One Multiple Day (Number of Days)</th>
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</thead>
<tbody>
<tr>
<td>[ ] One Multiple Day (Number of Days)</td>
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</table>

<table>
<thead>
<tr>
<th>Scheduled Remained Time</th>
<th>[ ] Approximately minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Approximately minutes</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Testing in a Separate Room</th>
<th>[ ] On or Off Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] On or Off Site</td>
<td></td>
</tr>
</tbody>
</table>

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*Procedures for the administration of these tests are outlined in the Instructional Assessment Accommodations for the English Language Proficiency Test used with the English Language Proficiency Assessment.*

*Available only for English Language Proficiency Test maintenance (Maintenance programs must follow the same guidelines for testing and the testing schedule of the NCEAP).*

*In order to be used, the services outlined in this accommodation chart must be approved by the NCEAP. To request approval, contact the NC Department of Education.*

*September 2010*
# Limited English Proficient (LEP) Documentation

**Testing Accommodations Chart**

**Student Name:**

**Duration From:** __/__/___ **To:** __/__/___

**North Carolina Testing Program**

Select the appropriate state assessment(s) and testing accommodations that will allow the student to demonstrate higher knowledge. Accommodations that are listed on the LEP documentation must be used routinely in classroom instruction and on similar classroom assessments. Select testing accommodations that correlate to instructional accommodations used routinely throughout the academic year. For specifics regarding accommodation use and availability for specific tests, refer to the LEP Plans identified in Limited English Proficiency publications, available at [http://www.ncpublicschools.org/docs/emaling/directory.html](http://www.ncpublicschools.org/docs/emaling/directory.html).

LEP plans are instructed to select, for each assessment, only those accommodations that do not invade the score.

**Notes:** Students identified as limited English proficient who score below Level 4.0 on the state-identified English language proficiency reading placement test (and a 5.0 on their first year in U.S. schools are exempt from being assessed on the End-of-Grade Reading assessment, the English End-of-Course assessment, and the Grade 10 Writing Assessment. Check all that apply:

- [ ] First year in U.S. schools
- [ ] Exempt from End-of-Grade Reading assessment (Reading subtest score level = ___)
- [ ] Exempt from End-of-Course English I assessment (Reading subtest score level = ___)
- [ ] Exempt from Grade 10 Writing Assessment (Writing subtest score level = ___)

**Students with limited English proficiency must meet the following criteria in order to be eligible to receive accommodations on a North Carolina state assessment.** Check all that apply:

- [ ] Scored below Level 1.0 Bridge on the Reading subtest of the W-APT™ or ACCESS for ELLs® (Reading subtest score level = ___)
  *(Eligible to receive accommodations for all tests except the Grade 10 Writing Assessment)*
- [ ] Scored below Level 1.0 Bridge on the Writing subtest of the W-APT™ or ACCESS for ELLs® (Writing subtest score level = ___)
  *(Eligible to receive accommodations for the Grade 10 Writing Assessment only)*

### Table: Testing Accommodations

<table>
<thead>
<tr>
<th>Standard Test Administration with No Accommodations</th>
<th>End-of-Grade Tests</th>
<th>End-of-Course Tests</th>
<th>Not Writing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NC Testing Program</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved Accommodations</td>
<td>Grades 3-8</td>
<td>Grades 9 &amp; 10</td>
<td>Grade 10</td>
</tr>
<tr>
<td><strong>Text to Word Reader</strong></td>
<td>Reading</td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td><strong>Dictionary</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electronic Transcriber</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unreadable Text</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Text Administration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Computer Based Text to Speech</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Text to Speech</strong></td>
<td></td>
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<tr>
<td><strong>Note-taking Skills</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Note-taking Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Test Administration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Computer Based Test</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Test to Speech</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Note-taking Skills</strong></td>
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</tr>
<tr>
<td><strong>Note-taking Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Scheduled Extended Time</strong></td>
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<td></td>
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<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Testing in a Separate Room</strong></td>
<td></td>
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<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

1 Permission of this activity; *translator* (Eng); *test* (Eng); *retest-administrator* (Eng); *test-administrator* (Eng); *test-administrator* translates the results from this assessment.

**September 2010**

---

**Public Schools of North Carolina**

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### Transitory Impairment Testing Accommodations Chart

**North Carolina Assessment Program**

Select the appropriate state assessment(s) and testing accommodations that will allow the student to demonstrate his knowledge. Accommodations that are listed on the Transitory Impairment Documentation must be used consistently in classroom instruction and on similar classroom assessments. Select testing accommodations that correlate to instructional accommodations used consistently throughout the academic year. For specific regarding accommodations use and availability for specific tests, refer to the Testing Student with Special Education publication, available at [http://www.ncpublicschools.org/assessment/broadcast/](http://www.ncpublicschools.org/assessment/broadcast/).

Transitory Impairment teams are instructed to select, for each assessment, only those accommodations that do not invalidate the score.

Provide brief description of student's transitory impairment: (including expected duration of impairment)

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>Early Childhood</th>
<th>Grade K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Standardized Test Administration with No Accommodations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
</tr>
</tbody>
</table>

#### Approved Accommodations

- Large Print Edition
- One Test Book Per Page Edition
- Audio Technology Devices: Special
- Classroom Abnormal
- Directions to a Teacher for Reading Comprehension/Inferences and Accommodations
- Essay, Test, or Writing Subtests: One Test
- Scratch and Work Papers
- Magnification Devices
- Student Responses Answered in Your Voice
- Reading Device
- Standard Test Time: Test Form to Test Form
- Test Administration: Read Everything
- Computer-based Tests: Test Ahead (In English)
- Large Print Edition
- Audio Recording
- Hospital/Home Testing
- Multiple Testing Sessions: No More Than One Test Per Day
- Testing and/or Administration
- Other: Approximately 1.5 times
- Testing in a Separate Room: On an As Needed Basis
- Other: Approximately 1.5 times
- Accommodations Used: Yes

*Provision of the Interstate Translocator Law/One Test and/or Test Administration Needs to Accommodate the English Language Learner, Accommodations for the English Language Learner, Accommodations for the English Language Learner

**September 2016**

---

**Public Schools of North Carolina**

• Data Collected
  – Many provided testing accommodations were not used by students

• Recommendations
  – Use information documented on Review of Accommodations forms to inform accommodations decisions at next IEP/Section 504/LEP team meeting
2009–10 Monitoring Feedback: Accommodations Systems and Training

• Data Collected
  – Emphasis on state testing accommodations

• Recommendations
  – Increased focus on overarching accommodations system (instructional and classroom testing accommodations)
  – Increased collaboration of school staff
Accommodations Monitoring Plan

Joanne Smith
Susan Smith
Jo Hopkins

Tyrrell County Schools
Procedures for monitoring the use of state testing accommodations ensure that accommodations are:

- Appropriate for each student
- Used regularly and routinely
- Revised as needed
- Provided during state testing
Two things enable our county to accomplish this:

- Alignment of all documentation for EC, Section 504, and LEP (Creating forms and procedures that are similar for all areas.)
**Limited English Proficient (LEP) State Testing Accommodations 3-8**

**Student Name:**

**School Year:**

**Date:**

**North Carolina State Testing Policy**

Check all that apply:

* Limited less than 1 year in U.S. and below Level 0 proficiency in Reading English language proficiency test, then enroll in English Language Development.

* Scores at Level 3-4 on Reading English language proficiency test, will take all EOG/EOC with accommodations as needed.

### Student CURRENTLY Handicapped:

| EC | 96A |

### North Carolina Testing Program Approved Accommodations

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Approved Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Reasonable Accommodations for English Learners

<table>
<thead>
<tr>
<th>Reasonable Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### EOG/EOC

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Approved Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-8</td>
<td></td>
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<tr>
<td></td>
<td></td>
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</tbody>
</table>

### EOC/EOC

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Approved Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Public Schools of North Carolina
<table>
<thead>
<tr>
<th>School Year</th>
<th>Date</th>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
</table>

### North Carolina Testing Program
#### Approved Accommodations

<table>
<thead>
<tr>
<th>Selection</th>
<th>Grade</th>
<th>Math</th>
<th>Science</th>
<th>English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test-Taker Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accommodations: Blank Paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personalized Instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test-Taker Access to Test Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test-Taker Access to Test Materials: Blank Paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test-Taker Access to Test Materials: Personalized Instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test-Taker Access to Test Materials: Both</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test-Taker Access to Test Materials: Both: Blank Paper</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Test-Taker Access to Test Materials: Both: Personalized Instructions</td>
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<tr>
<td>Test-Taker Access to Test Materials: Both: Both</td>
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<tr>
<td>Test-Taker Access to Test Materials: Both: Both: Blank Paper</td>
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<tr>
<td>Test-Taker Access to Test Materials: Both: Both: Personalized Instructions</td>
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</tbody>
</table>

*In addition to necessary supplies and/or materials.*
• Collaboration! Exceptional Children’s Director, Section 504 Coordinator, LEP Coordinator, Accountability Director and Instructional Leaders must work together and then collaborate efforts with Building Level Testing Coordinators (BTCs), EC Teachers and Regular Education Teachers. But ultimately, it is the regular education classroom teacher that must work collaboratively with all involved to ensure we are meeting the needs of our students!
To Ensure Appropriate Accommodations are Provided for Students During Instruction:

• Guidelines from *Testing Students with Disabilities* and *Guidelines for Testing Students Identified as Limited English Proficient* manuals are followed and thoroughly discussed during IEP, Section 504, and LEP meetings.

• Required student accommodations are determined on a case-by-case basis.

• EC Teachers, Section 504 Chairperson, and LEP Coordinator at each school verify accommodations against student plans at the beginning of each school year, when any changes are made, and when new students are identified.
During Instruction (cont’d)

- EC Teachers, Section 504 Chairperson, and LEP Coordinator provide documentation of instructional and testing accommodations to all regular education classroom teachers. Regular education teachers sign indicating they have received a copy of each student’s accommodations.
CONFIDENTIAL

TYRELL COUNTY SCHOOLS
INDIVIDUALIZED EDUCATION PROGRAM

<table>
<thead>
<tr>
<th>Student</th>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
</table>

Disability

School Year

EC Case Manager

IMPORTANT

The current school year IEP will be shared with the student's regular education teacher prior to the first day of the school year. In the event that a student with a current IEP transfers to the school, or is identified within the school year, the EC Case Manager will provide the information to regular education personnel within 6 school days.

I acknowledge that the special education case manager for the student has shared with me the IEP regular program modifications/accommodations necessary for appropriate instruction and/or assessment of that student.

<table>
<thead>
<tr>
<th>Regular Education Teacher</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Signature of EC Case Manager: ___________________________ Date Sent to Principal: __________

Copies of completed forms with signatures are due to Principal and Exceptional Children Program Director by EC Case Manager within 5 days.

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### CONFIDENTIAL

**TYRRELL COUNTY SCHOOLS**  
LEP Plan

<table>
<thead>
<tr>
<th>Student</th>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEP Tier Level</td>
<td>School Year</td>
<td>LEP Contact person</td>
</tr>
</tbody>
</table>

**IMPORTANT**

The current school year LEP plan will be shared with the student’s regular education teacher(s) within 10 days of the plan being written. If the student is a student with a current LEP plan already in place, or if the student is identified within the school through a new plan, the LEP Coordinator/Teacher will provide this information to regular education teachers within 5 school days.

I acknowledge that the LEP Coordinator/Teacher has shared with me the LEP modifications and accommodations necessary for appropriate instruction and/or assessment for

(name of student)

<table>
<thead>
<tr>
<th>Regular教育 Teacher</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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<td>4.</td>
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<td>6.</td>
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<tr>
<td>7.</td>
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</tbody>
</table>

Signature of LEP Coordinator: _____________________________ Date Sent to: Principal/RC Director: _____________________________

Copies of completed forms with signatures are due to Principal and Exceptional Children Program Director by LEP Chair/Principal/Teacher within 5 days.

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CONFIDENTIAL
TYRRELL COUNTY SCHOOLS
504 Plan

<table>
<thead>
<tr>
<th>Student</th>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Area 504 Eligibility** | **School Year** | **504 Contact Person** |
|-------------------------|-----------------|-------------------------|

**IMPORTANT**

The current school year 504 plan will be shared with the student's regular education teacher(s) prior to the first day of the school year. In the event that a student with a current 504 plan transfers to the school, or is identified within the school year, or a new plan is written, the 504 Chairperson will provide the information to regular education staff within 5 school days.

I acknowledge that the 504 Chairperson has shared with me the 504 modifications/accommodations necessary for appropriate instruction and/or assessment for [name of student].

<table>
<thead>
<tr>
<th>Regular Education Teacher</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<tr>
<td>5.</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
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<tr>
<td>7.</td>
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</tbody>
</table>

Signature of 504 Chairperson: ___________________ Date Sent to Principal/EC Director: __________

Copies of completed forms with signatures are due to Principal and Exceptional Children Program Director by 504 Chairperson within 5 days.

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During Instruction (cont’d)

• Provide training to all instructional staff at the start of each school year on approved state testing accommodations (conducted by EC Director and/or LEA Testing Coordinator)
To Ensure Accommodations are Use Regularly and Routinely in the Classroom:

- Each marking period the regular classroom teacher completes and signs the Tyrrell County Accommodations Monitoring (TCAM) form attesting to providing the stated accommodation to each student during that quarter.

- EC, Section 504, and LEP professionals at each building initial the form to verify the student is receiving documented accommodations.

- This form also serves as a communication tools to request or suggest changes needed.
TCAM Quarterly Forms
Regularly and Routinely (cont’d)

• Additionally, accommodations are documented on assessments that are maintained in students portfolio

• Use of accommodations are documented and discussed with teachers during pre-observation conferences and during administrative observations
Ensuring Accommodations are Provided Appropriately During State Testing:

• Review of accommodations that will be provided (based on test schedule provided by BTC) will be conducted along with required state test administrator’s training during each testing cycle.

• Test administrators receive copies of specific accommodations they are responsible for providing (from the Testing Students with Disabilities manual)
During Test Administration (cont’d)

- Proctors and administrators sign Modified Test Site Forms indicating the accommodation provided at that site.
- Test administrators complete *Review of Accommodations Used during Testing* form and these forms become part of the students’ IEP, Section 504 or LEP plans.
- LEA TC and/or EC Director conduct monitoring visits to test sites as tests are administered and feedback is provided to building principals.
Modified Sites Accountability Form

TEST ACCOUNTABILITY AND SECURITY FORM
for the
North Carolina End-of-Course Tests
Modified Test Site
Test Administrator / Proctor Edition
(To be placed under the header when the test administration has been completed)

Modified(s) Used

Print: School

Test Administrator

Proctor

Test Administrator Section:

My signature below indicates that I have administered the North Carolina End-of-Course Tests according to all state and local regulations and policies as printed in the Test Administrator’s Manual, Testing Code of Ethics, on the back of this form, and as given to me in the training session(s) conducted by the school or system test coordinator. I was given a copy of the Administrator’s Manual (containing the Testing Code of Ethics) to review prior to the administration and to use during the actual test administration. I administered the tests according to the modified procedures outlined in the Guidelines for Testing Students with Disabilities. I have reported any test irregularities to the school test coordinator or principal.

Signature of Test Administrator: ____________________________
Date: ____________

Proctor Section:

My signature below indicates that I have proctored the North Carolina End-of-Course Tests according to all state and local regulations and policies as printed in the Test Administrator’s Manual, Testing Code of Ethics, and as given to me by the test administrator. I have reported any test irregularities to the school test coordinator or principal.

Signature of Proctor: ____________________________
Date: ____________

(If the above statement is true)
## Review of Accommodations Used During Testing

<table>
<thead>
<tr>
<th>Accommodations Documented on Student's IEP/Section 504 Plan/ADA Accommodation</th>
<th>Possible Accommodations Provided or Student During Testing</th>
<th>Notes/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.braille, text-to-speech reader, font changes</td>
<td>All accommodations provided were utilized effectively. Students improved in following along with the content.</td>
<td></td>
</tr>
<tr>
<td>2. enlarged print</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. oral testing for poor reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. assistive technology/devices (speakers)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. allow use of notes and other aids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. extended time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. handwriting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. time limit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. testing in a separate room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. other (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Signature of Building Testing Coordinator:** __________________________

**Signature of Building Principal:** __________________________

**Date:** 07/2020

---

**Public Schools of North Carolina**
New Review of Accommodations Used During Testing Form
LEA Monitoring Form

1. Displays of instructional classroom materials on walls, bulletin boards, and student desks, which may provide students with distractions and test conditions are covered or removed.

Compliance: Non-Compliance: Not Observed

2. Bookmarks, food, drinks, erasers, textbooks, dictionaries, thesauruses, music, cell phone, iPod, and other materials not specified in the manual are not permitted for use during the test administration.

Compliance: Non-Compliance: Not Observed

3. The test administration and proctor are moving quickly about the room, monitoring progress to ensure the students are working on the proper page and reviewing that text books and test materials remain in the classroom.

Compliance: Non-Compliance: Not Observed

4. The test administration/proctor are providing a positive test environment by avoiding disturbing behaviors such as leaving classrooms, leaving conversations with each other, reading newspapers or novels, eating, chatting, or giving or receiving notes, or talking on cell phones.

Compliance: Non-Compliance: Not Observed

5. Test administrators and proctors do not leave the students unattended at any time during the test period.

Compliance: Non-Compliance: Not Observed

6. Modifications are given in accordance to documentation provided from the Student Accommodation Plan.

Compliance: Non-Compliance: Not Observed

7. Doors are unlocked and open for monitoring purposes.

Compliance: Non-Compliance: Not Observed

8. Windows in doors are covered for monitoring purposes.

Compliance: Non-Compliance: Not Observed

9. Time restrictions are posted. (All classrooms to begin giving students time to complete their test)

Compliance: Non-Compliance: Not Observed
Break

(Put any Questions, Comments, or Concerns in the Parking Lot)
Monitoring for 2010-11

Sarah McManus
Documentation of Testing Accommodations for USED

Fall 2010–2011

• **Required**: School Improvement Plan in NC WISE and DEC 4 (IEP) in CECAS

• **Provided**: Answer sheets (and later uploaded into NC WISE)

• **How Used**: *Review of Accommodations Used During Testing* forms
2010–11 Accommodations Monitoring

• Updated *Review of Accommodations* forms
• Accommodations data in electronic systems must be current for October 1 data pull
• NC WISE or CECAS
2010–11 On-Site Monitoring

- Fall 2010 NCDPI on-site monitoring
  - EOC testing
- Spring 2011 NCDPI on-site monitoring
  - EOC testing
  - EOG testing
  - *NCEXTEND2* testing
NC Testing Program Updates

Tammy Howard
2010-11 and 2011-12

• The current assessments based on the current North Carolina *Standard Course of Study* will be administered:
  – 2003 English Language Arts
  – 2004 Mathematics
  – 2004 Science
  – 2006 Social Studies
2010-11 and 2011-12

• OCS students will take the general assessments based on the current *Standard Course of Study*
  – English I
  – Biology
  – Algebra I

• Item Tryouts and Field Tests for *NCEXTEND2* assessments based on new standards and implemented in 2012-13
  – English II
  – Biology
  – Algebra I
Beginning in 2012-13

• New assessments based on new content standards implemented
  – Common Core State Standards
    • Mathematics
    • English Language Arts
  – Essential Standards
    • Science
    • Social Studies
• Same tests administered in 2013-14
2014-15

- SMARTER Balanced consortium assessments integrated in the testing program
  - Online/computerized adaptive
  - Paper/pencil option for 2 years
  - Grade 11: ELA, math, science
  - Grades 3-8: ELA, math, science (5/8)
NCEXTEND1 Audit Results

Sarah Reives
Introduction

• The intent of the *NCEXTEND1* is to assess academic skills of students with significant cognitive disabilities and provide access to the general education curriculum using the North Carolina *Extended Content Standards*. 
Introduction

The NCEXTEND1 Audit took place during the Spring 2010 testing administration window: April 22, 2010 – June 18, 2010.
Purposes of the Audit

• 3 Main Purposes of the NCEXTEND1 2010 Audit:
  – Ensure appropriate administration and scoring
  – Review eligibility requirements for the assessment
  – Monitor use of accommodations
Sample Demographics

- 10 schools across NC representing all 6 regions of the state and types of schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>LEA</th>
<th>Region</th>
<th>Number (n) of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary A</td>
<td>Winston-Salem/Forsyth</td>
<td>Northwest</td>
<td>9</td>
</tr>
<tr>
<td>Elementary B</td>
<td>Brunswick</td>
<td>Southeast</td>
<td>7</td>
</tr>
<tr>
<td>Elementary C</td>
<td>Edgecombe</td>
<td>Northeast</td>
<td>10</td>
</tr>
<tr>
<td>Middle A</td>
<td>Asheville City</td>
<td>Western</td>
<td>10</td>
</tr>
<tr>
<td>Special School A</td>
<td>Winston-Salem/Forsyth</td>
<td>Northwest</td>
<td>10</td>
</tr>
<tr>
<td>Middle B</td>
<td>Edgecombe</td>
<td>Northeast</td>
<td>10</td>
</tr>
<tr>
<td>Special School (K-12) B</td>
<td>Richmond</td>
<td>Southwest</td>
<td>10</td>
</tr>
<tr>
<td>High School A</td>
<td>Wake</td>
<td>Central</td>
<td>1</td>
</tr>
<tr>
<td>High School B</td>
<td>Sampson</td>
<td>Southeast</td>
<td>1</td>
</tr>
<tr>
<td>High School C</td>
<td>Rowan-Salisbury</td>
<td>Southwest</td>
<td>10</td>
</tr>
</tbody>
</table>
Sample Demographics

- 78 students (85 testing administrations) representing all grade levels (3-8, 10) and subject areas (R, M, S) were included.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>10</td>
<td>14</td>
</tr>
</tbody>
</table>

Table 2: Audit Sample by Grade

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>42</td>
</tr>
<tr>
<td>Math</td>
<td>27</td>
</tr>
<tr>
<td>Science</td>
<td>16</td>
</tr>
</tbody>
</table>

Table 3: Audit Sample by Subject
Audit Process

- Audit Teams consisted of NCDPI staff from Curriculum, Test Development (Accountability Services), Exceptional Children (EC) and NCSU - Technical Outreach for Public Schools
Audit Process

• Selected schools were given the option to have their observations completed through on-site monitoring or record their testing administrations and submit them to NCDPI for review

• Data collection processes for both options were identical
# Observation Checklist

**Completed during observation of the testing session**

1. Testing session was: *(Note grade and content area)*
   - [ ] **NCEXTEND1** administration
     - a. Grade _____
     - b. Content area (check correct area)
       - [ ] Reading
       - [ ] Mathematics
       - [ ] Science

2. Assessor 2 present?
   - [ ] Yes
   - [ ] No

3. Proctor(s) present at testing session?
   - [ ] Yes
   - [ ] No

4. Assessor 1 followed directions/scripts in the student test booklet?
   - [ ] Yes
   - [ ] No
   If no, please explain and note particular issue on student response observation sheet.

5. Did Assessor 1 and Assessor 2 score student’s responses independently? *(Assessors are not to confer with each other regarding student responses.)*
   - [ ] Yes
   - [ ] No
   If no, please explain.

6. Were any testing irregularities observed?
   - [ ] Yes
   - [ ] No
   If yes, please explain.
### NCEXTEND1 Audit Data Collection Form

#### Student Response

<table>
<thead>
<tr>
<th>Grade</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:</td>
<td>___________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessor 1 Name:</td>
<td>___________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessor 2 Name:</td>
<td>___________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation Date:</td>
<td>___________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Fill in **Yes** if student independently responds correctly.
- Fill in **No** if student does not independently respond correctly.

#### Please indicate which card student selected as the answer choice.

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Card A</th>
<th>Card B</th>
<th>Card C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1</td>
<td>○</td>
<td>○</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 2</td>
<td>○</td>
<td>○</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 3</td>
<td>○</td>
<td>○</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 4</td>
<td>○</td>
<td>○</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 5</td>
<td>○</td>
<td>○</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 6</td>
<td>○</td>
<td>○</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 7</td>
<td>○</td>
<td>○</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 8</td>
<td>○</td>
<td>○</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 9</td>
<td>○</td>
<td>○</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Review the student’s test record from the cumulative folder and record the assessment history here. If a student has repeated a grade, please note this information in the space below the table.

<table>
<thead>
<tr>
<th>Current Grade:</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessor 1 Name:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation Date:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School/LEA Name:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessor 2 Name:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Complete the table below with the student’s assessment history up to the grade in which the student is presently assigned. One assessment with the earned achievement level should be marked for each grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard Administration with/without accommodations</th>
<th>NCCLAS</th>
<th>NCAAI</th>
<th>NCAAI – Assessed Grade Level</th>
<th>NCEXTEND2</th>
<th>NCAAP/NCEXTEND1</th>
<th>Achievement Level</th>
<th>Score Not Available</th>
<th>Exempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Individualized Education Program (IEP) Questionnaire

Please complete while reviewing the IEP for the student observed during the NCEXTEND1 audit.

## 1. Is the student’s IEP current? {Review dates at top of IEP DEC 4 (page 1 of 10).}

- [ ] Yes
- [ ] No

## 2. What are the student’s primary and secondary areas of eligibility? {Review top of IEP DEC 4 (page 1 of 10).}

Primary __________________________  Secondary __________________________

## 3. After reviewing the annual academic goals, does it appear that the student’s annual goals reflect the standards and objectives of the North Carolina Extended Content Standards? {Review IEP DEC 4 (page 3 of 10).}

- [ ] Yes
- [ ] No

## 4. If the answer to question number 3 is “no”, please explain.

- [ ] No, the student’s academic goals appear to reflect the standards and objectives of the North Carolina Standard Course of Study (general).
- [ ] No, the student does not appear to have academic goals listed in the IEP.
- [ ] No, other.
  
  Please explain.

________________________________________

________________________________________

________________________________________

________________________________________
### Assessor Questionnaire

Please complete the following demographic information and general questions related to the *NCEXTEND1* assessment.

Name: ___________________ Signature ____________________________ Circle Role: Assessor 1 or Assessor 2

1. What is your gender?
   - Female
   - Male
   - Not Disclosed

2. What is your ethnicity?
   - American Indian
   - Asian
   - Black
   - Hispanic
   - Multiracial
   - White
   - Other

3. What is your level of education?
   - Bachelors
   - Masters
   - Doctoral
   - Other

4. How many years have you been teaching?
   - 0-4
   - 5-10
   - 11-15
   - 16-20
   - 21-25
   - 26-30
   - >than30

4. What is your primary role in the school?
   - Exceptional children teacher
   - General education teacher
   - English as a Second Language teacher
   - Physical Therapist
   - Occupational Therapist
   - Speech Language Therapist
   - School Administrator
   - Other, please specify ___________________

5. Do you have any general comments about the administration procedures and training for the administration of the *NCEXTEND1* assessment?
Lessons Learned
# Uniform Testing Admin/Scoring

## Table 3: Inter-rater Reliability

### READING

<table>
<thead>
<tr>
<th>AGREEMENT</th>
<th>Number of Students</th>
<th>Total Number of Items Assessed</th>
<th>Perfect Agreement Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreement Between Two Auditors</td>
<td>42</td>
<td>625</td>
<td>98.88</td>
</tr>
<tr>
<td>Agreement Between Auditors and Assessors</td>
<td>42</td>
<td>625</td>
<td>96.80</td>
</tr>
</tbody>
</table>

### MATHEMATICS

<table>
<thead>
<tr>
<th>AGREEMENT</th>
<th>Number of Students</th>
<th>Total Number of Items Assessed</th>
<th>Perfect Agreement Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreement Between Two Auditors</td>
<td>27</td>
<td>385</td>
<td>99.74</td>
</tr>
<tr>
<td>Agreement Between Auditors and Assessors</td>
<td>27</td>
<td>385</td>
<td>95.84</td>
</tr>
</tbody>
</table>

### SCIENCE

<table>
<thead>
<tr>
<th>AGREEMENT</th>
<th>Number of Students</th>
<th>Total Number of Items Assessed</th>
<th>Perfect Agreement Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreement Between Two Auditors</td>
<td>16</td>
<td>189</td>
<td>99.47</td>
</tr>
<tr>
<td>Agreement Between Auditors and Assessors</td>
<td>16</td>
<td>189</td>
<td>97.88</td>
</tr>
</tbody>
</table>
### Student Eligibility

#### Table 4: Audit Sample by Eligibility Area

<table>
<thead>
<tr>
<th>Disability Code</th>
<th>Disability Description</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>AUTISTIC</td>
<td>21</td>
</tr>
<tr>
<td>*DB</td>
<td>DEAF-BLINDNESS</td>
<td>0</td>
</tr>
<tr>
<td>*DF</td>
<td>DEAFNESS</td>
<td>0</td>
</tr>
<tr>
<td>**DD</td>
<td>DEVELOPMENTAL DELAY</td>
<td>0</td>
</tr>
<tr>
<td>*ED/SED</td>
<td>SERIOUS EMOTIONAL DISABILITY (previously BED)</td>
<td>0</td>
</tr>
<tr>
<td>HI</td>
<td>HEARING IMPAIRMENT</td>
<td>0</td>
</tr>
<tr>
<td>ID-MI</td>
<td>INTELLECTUALLY DISABILITY - MILD (previously EMD)</td>
<td>12</td>
</tr>
<tr>
<td>ID-MO</td>
<td>INTELLECTUALLY DISABILITY - MODERATE (previously TMD)</td>
<td>25</td>
</tr>
<tr>
<td>ID-SE</td>
<td>INTELLECTUALLY DISABILITY - SEVERE (previously SP)</td>
<td>4</td>
</tr>
<tr>
<td>MU</td>
<td>MULTIPLE DISABILITIES</td>
<td>8</td>
</tr>
<tr>
<td>OI</td>
<td>ORTHOPEDIC IMPAIRMENT</td>
<td>0</td>
</tr>
<tr>
<td>OHI</td>
<td>OTHER HEALTH IMPAIRMENT</td>
<td>4</td>
</tr>
<tr>
<td>SLD</td>
<td>SPECIFIC LEARNING DISABILITY</td>
<td>1</td>
</tr>
<tr>
<td>S/LI OR SI*</td>
<td>SPEECH or LANGUAGE IMPAIRMENT</td>
<td>0</td>
</tr>
<tr>
<td>TBI</td>
<td>TRAUMATIC BRAIN INJURY</td>
<td>3</td>
</tr>
<tr>
<td>VI*</td>
<td>VISUAL IMPAIRMENT INCLUDING BLINDNESS</td>
<td>0</td>
</tr>
</tbody>
</table>
Accommodations

• Only used for 4 test administrations
• Accommodations observed included:
  – Hair brushing during breaks
  – Sitting on a bouncy ball for stabilization and stimulation
  – Communicating by writing on a note pad
  – One student used eye gaze for response
• IEP documentation indicated that students used modifications (i.e., switches) instructionally but these were not observed in the actual testing administrations
### Assessor Demographics

- Assessors consisted of classroom teachers, testing coordinators, speech therapists, counselors, and teacher assistants

**Figure 5: Assessor Educational Background**

<table>
<thead>
<tr>
<th>School</th>
<th>Bachelors</th>
<th>Masters</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>School 2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 3</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>School 4</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>School 5</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>School 6</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>School 7</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>School 8</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>School 9</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>School 10</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>16</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>
Assessor Demographics

- 83% of assessors had 5 or more years of experience in education; with 3 teachers have more than 30 years

Table 6: Assessor Teaching Experience

<table>
<thead>
<tr>
<th>School</th>
<th>0-4 yr</th>
<th>5-10 yrs</th>
<th>11-15 yrs</th>
<th>16-20 yrs</th>
<th>21-25 yrs</th>
<th>26-30 yrs</th>
<th>&gt;30 yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1</td>
<td>2</td>
<td>1</td>
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</tr>
<tr>
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<td></td>
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<tr>
<td>School 3</td>
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<td>3</td>
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<tr>
<td>School 4</td>
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<td>4</td>
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<td>2</td>
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<tr>
<td>School 5</td>
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<tr>
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<tr>
<td>School 7</td>
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<td></td>
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<td>1</td>
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<tr>
<td>School 8</td>
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<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>School 9</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 10</td>
<td></td>
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<td>1</td>
<td></td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>12</strong></td>
<td><strong>6</strong></td>
<td><strong>1</strong></td>
<td><strong>5</strong></td>
<td><strong>1</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>
Implications for Future Audits
Common Strengths

• General adherence to scripted directions and processes
  – Low incidence of assessors conferring with each other during the testing administration
  – Low incidence of testing irregularities

• IEP documentation of teaching the Extended Content Standards
Common Recommendation #1

• Continue training and review of student eligibility criteria
  – High numbers of students identified as Autistic and IDMI at lower grades (3-5) participating in the assessment
  – Training and collaboration between EC and Gen Ed teachers on teaching the general and extended content standards
    • Adapting instruction for students working below grade-level and in a separate setting
Common Recommendation #2

• Continue training and review of allowable testing accommodations
  – Consistency of documentation and use of instructional and allowed testing accommodations
Conclusion

• Adjustments will be made to training processes and information disseminated through the “train-the-trainer” model

• The *NCEXTEND1* Audit will be conducted annually with each Spring testing administration window
Closing Remarks

Laura Snyder
Cindy Bennett
Questions/Comments/Concerns

Helga Fasciano
Sarah McManus
Ira Wolfe
References / Resources
References / Resources

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• National Center on Accessible Instructional Material [http://aim.cast.org/](http://aim.cast.org/)
References / Resources (cont.)

- RFB&D Recordings for the Blind and Dyslexic: Audio books in CD and downloadable formats [http://www.rfbd.org/]

- Bookshare Accessible Books in downloadable formats [http://www.bookshare.org/]


- North Carolina Assistive Technology Program: Assistive Technology Centers throughout NC. [http://www.ncatp.org/]

- UNC-Wilmington Assistive Technology Lending Library [http://uncw.edu/ed/assist/events.html]
References / Resources (cont.)

- http://www.ncpublicschools.org/accountability/policies/accom/
References / Resources (cont.)

• NCEO Resources on Modified Assessments:
  – http://www.cehd.umn.edu/NCEO/TopicAreas/AlternateAssessments/aa_masResources.htm

• Summary of Federal Regulations on Modified Assessments:
State Testing
Accommodations Resources

Publications:
• *Testing Students with Disabilities*
• *Guidelines for Testing Students Identified as Limited English Proficient*

Additional Information:
• Testing Accommodations web page - http://www.ncpublicschools.org/accountability/policies/accom
Citations
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• American Institutes for Research, U.S. Department of Education

• Sandra J. Thompson, Ph.D., Research Associate, National Center on Educational Outcomes, University of Minnesota

• Adapted from: Sandra J. Thompson, Ph.D., Research Associate, National Center on Educational Outcomes, University of Minnesota

• (CAST, 2010)
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Thank You!