About this Publication

This publication has been produced by the North Carolina Testing Program and should be used in conjunction with all other testing materials in the administration of the ACCESS for ELLs®. It contains English language proficiency testing policy and procedures for a uniform and valid administration of the test in North Carolina. Test administrators should read this document carefully and utilize it along with all secure and nonsecure test materials, such as the test administrator manuals provided by the WIDA Consortium, in the administration of the ACCESS for ELLs®.

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Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ACCESS for ELLs in North Carolina</td>
<td>1</td>
</tr>
<tr>
<td>The State Testing Window</td>
<td>1</td>
</tr>
<tr>
<td>Scores from WIDA Consortium Member States</td>
<td>1</td>
</tr>
<tr>
<td>North Carolina Policies for Testing Students Identified as Limited English Proficient</td>
<td>2</td>
</tr>
<tr>
<td>The Comprehensive Objective Composite (COC) and LEP Exit Status</td>
<td>2</td>
</tr>
<tr>
<td>Previously Identified LEP Students</td>
<td>3</td>
</tr>
<tr>
<td>Test Security</td>
<td>3</td>
</tr>
<tr>
<td>Testing Code of Ethics</td>
<td>3</td>
</tr>
<tr>
<td>General Statute §14-118.2: Assisting, etc., in Obtaining Academic Credit by Fraudulent Means</td>
<td>4</td>
</tr>
<tr>
<td>Accounting For and Storing Test Materials</td>
<td>4</td>
</tr>
<tr>
<td>Accurate and Complete Coding of Test Materials</td>
<td>5</td>
</tr>
<tr>
<td>Requirement to Report Student Scores</td>
<td>5</td>
</tr>
<tr>
<td>Suspended Students</td>
<td>6</td>
</tr>
<tr>
<td>Confidentiality of Student Scores</td>
<td>6</td>
</tr>
<tr>
<td>School System Test Coordinator’s and LEP Coordinator’s Roles and Responsibilities</td>
<td>7</td>
</tr>
<tr>
<td>School Test Coordinator’s Accessibility</td>
<td>10</td>
</tr>
<tr>
<td>School Test Coordinator’s Responsibilities</td>
<td>11</td>
</tr>
<tr>
<td>Test Administrator’s Qualifications</td>
<td>12</td>
</tr>
<tr>
<td>Test Administrator’s Responsibilities</td>
<td>12</td>
</tr>
<tr>
<td>Proctor’s Responsibilities</td>
<td>14</td>
</tr>
<tr>
<td>Prohibited Items in the Testing Room</td>
<td>16</td>
</tr>
<tr>
<td>Test Characteristics and Group Testing</td>
<td>17</td>
</tr>
<tr>
<td>Scheduling for the Test Administration</td>
<td>18</td>
</tr>
<tr>
<td>Testing Environment</td>
<td>19</td>
</tr>
<tr>
<td>Student Markings in the Test Book</td>
<td>19</td>
</tr>
<tr>
<td>Correct Bubbling Procedure on the ACCESS for ELLs</td>
<td>21</td>
</tr>
<tr>
<td>Incorrect Bubbling Procedure on the ACCESS for ELLs</td>
<td>21</td>
</tr>
<tr>
<td>Correct Student Marking on the ACCESS for ELLs</td>
<td>22</td>
</tr>
<tr>
<td>Incorrect Student Marking on the ACCESS for ELLs</td>
<td>23</td>
</tr>
</tbody>
</table>
The ACCESS for ELLs in North Carolina
In June 2008, the North Carolina State Board of Education (SBE) approved the adoption of the WIDA Consortium English language development standards beginning with the 2008–2009 school year. The World-Class Instructional Design and Assessment Consortium, otherwise known as the WIDA Consortium, is comprised of states who share English language standards and assessments that are aligned to those standards.

Beginning with the 2008–09 school year, the WIDA ACCESS Placement Test, also referred to as the W-APT™, has been administered to all students who identify a language other than English during the Home Language Survey process. The W-APT functions as a screener used for initial assessment and English as a Second Language (ESL) program placement of students identified as limited English proficient (LEP).

The annual test, Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®), is North Carolina’s required assessment that complies with Title III of the federal No Child Left Behind (NCLB) legislation. Beginning with the 2002–03 school year, NCLB required states to provide an annual assessment of English language proficiency in the areas of listening, speaking, reading, writing, and comprehending English for all students identified as limited English proficient in the schools served by the state [ref. Title I, SEC. 1111 (a) (7)]. Because of this federal legislation, all students identified as LEP are tested annually on the ACCESS for ELLs during the window established by the state to determine student progress and English language proficiency.

The State Testing Window
The state testing window for the ACCESS for ELLs is February 2 through March 13, 2015. All students identified as LEP enrolled in the school system between February 2 and March 6 are required to be assessed during the testing window and will be included in Annual Measurable Achievement Objective (AMAO) calculations. Students enrolled after March 6 are not required to be assessed and will not be included in the calculations.

Scores from WIDA Consortium Member States
W-APT and ACCESS for ELLs scores can be used for determining LEP status as long as the North Carolina criteria for identification and exit are applied. All participating states are listed on the WIDA Consortium’s home page at http://www.wida.us/. The school system in which the student from a WIDA Consortium Member State enrolls has up to 30 calendar days at the beginning of the school year, or 14 calendar days if the student enrolls after the beginning of the school year, to obtain W-APT or ACCESS for ELLs test scores from the member state. If the scores are less than one year old, they may be used for making decisions regarding LEP identification and placement. If the scores are more than a year old or the receiving school does not receive the scores within the aforementioned timeline, the school must administer the W-APT to determine LEP identification and to notify parents of eligibility for ESL services. Each student identified as LEP must be assessed annually.
North Carolina Policies for Testing Students Identified as Limited English Proficient

State Board of Education (SBE) policies regarding limited English proficient (LEP) students are outlined as follows.

Per GCS-A-011, to be identified as LEP, students must be assessed using the W-APT at initial enrollment. Thereafter, all students identified as LEP must be annually assessed during the state-designated testing window by using the ACCESS for ELLs, which is administered to satisfy the NCLB Title III requirements.

If a student scores below Level 5.0 Bridging on the reading subtest of the W-APT/ACCESS for ELLs, the student is eligible to receive state-approved LEP testing accommodations on all state tests. If the student scores Level 5.0 Bridging or above on the reading subtest of the W-APT/ACCESS for ELLs or exits LEP identification, the student must participate in all state tests without accommodations.

According to SBE policy GCS-C-021, students identified as limited English proficient (LEP) shall participate in the statewide testing program using either the standard test administration or the standard test administration with accommodations; provided however,

- Schools shall exempt from being assessed on the reading end-of-grade assessments or the English II end-of-course assessment all students identified as LEP who score below Level 4.0 Expanding on the reading subtest of the W-APT and are in their first year in United States schools. These students shall not be included in growth, the performance composite, or AMO reports for reading. For purposes of determining reading participation, the state-identified English language proficiency reading placement test will be used.
- Students identified as LEP who score below Level 4.0 Expanding on the W-APT reading subtest and are in their first year in United States schools are required to participate in the administration of the end-of-grade mathematics and science assessments and the end-of-course Math I and Biology assessments. Test scores from these assessments will not count in growth or performance but will count in participation.

The Comprehensive Objective Composite (COC) and LEP Exit Status

Results from the ACCESS for ELLs are used in determining whether a student has exited LEP identification. Per SBE policy GCS-A-012, students must meet the Comprehensive Objective Composite (COC) as set by the state in the 2008–09 school year to exit LEP identification. The COC defines the attainment of English language proficiency by the student reaching an overall composite score of 4.8 or above, with at least a 4.0 on the reading subtest and at least a 4.0 on the writing subtest for kindergarten and tiers B and C in grades 1–12.

The COC was established with a decision-consistency methodology that identified the cut points at which an increased level of English language proficiency (as measured on the ACCESS for ELLs) did not affect a particular student’s English language arts or
mathematics performance on the state end-of-grade or end-of-course tests. This comprehensive approach analyzed the impact of two “objective” factors for each student, the state end-of-grade and end-of-course English language arts and mathematics tests and the student’s English language proficiency. Thus, the combined LEP exit criteria are described as the Comprehensive Objective Composite (COC).

Previously Identified LEP Students
According to SBE policy GCS-C-021, “students previously identified as LEP, who have exited LEP identification during the last two years, shall be included in the school’s calculations for determining the Annual Measureable Objectives (AMO) of the LEP subgroup if that subgroup already met the minimum number of 30 students required for a subgroup and the inclusion is necessary to achieve the AMO target.”

Test Security
According to SBE policy GCS-A-004, secure tests may not be used for purposes other than those approved by the North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services and the SBE. SBE policy specifies that secure tests, including all test materials and test questions, are not to be reproduced in any manner. School personnel must neither disclose the contents of secure tests nor discuss with each other or with students specific test questions or information contained within the tests. In addition, excerpts from the tests must not be used at any time during classroom instruction or in resource materials such as study guides.

Access to the tests shall be limited to school personnel who have a legitimate need. According to SBE policy GCS-A-010, “persons who have access to secure test materials shall not use their access to those materials for personal gain.” Access does not include reviewing secure tests or conducting item analyses. Personnel are not allowed to review secure tests or conduct item analyses without the express written consent of the test publisher.

Secure state tests shall not be copied, filed, or used directly in instructional activities. No person may copy, reproduce, or paraphrase the test materials in any manner or for any reason without the prior written consent of the NCDPI Division of Accountability Services/North Carolina Testing Program. Copying, reproducing, or paraphrasing test materials represents a breach of test security and is a violation of federal copyright laws, the North Carolina Administrative Code, SBE policy, and the North Carolina Testing Code of Ethics.

Testing Code of Ethics
The North Carolina Testing Code of Ethics (SBE policy GCS-A-010) addresses appropriate professional practices for central office and school administrators, test coordinators, teachers (test administrators), and proctors in the areas of securing tests; administering tests; and scoring, reporting, and interpreting test results. Ethical practices for administering North Carolina tests include, but are not limited to

- informing students about the tests and why the tests are important
• informing students and parents of how the tests and test results will be used
• ensuring all eligible students take the tests
• encouraging students to attempt to respond to all test items and do their best
• preparing students to take the tests
• sharing the results of the tests along with any available interpretation of the scores with students and parents within the allotted timelines. In addition, the importance of maintaining test security at all times must be stressed. Ethical practices ensure validity of the test results.

The sanctions for violations are also included in the *Testing Code of Ethics* and are applicable to the administration of all secure, state-mandated tests. A copy of the *Testing Code of Ethics* is included at the end of this document for review and must be discussed during the training sessions for the test administrator and proctor. The *Testing Code of Ethics* must not be removed from this guide. (A copy may be requested from the school system test coordinator for reference.)

**General Statute §14-118.2: Assisting, etc., in Obtaining Academic Credit by Fraudulent Means**

“It shall be unlawful for any person, firm, corporation, or association to assist any student or advertise, offer, or attempt to assist any student, in obtaining or in attempting to obtain, by fraudulent means, any academic credit, grade, or test score or any diploma, certificate, or other instrument purporting to confer any literary, scientific, professional, technical, or other degree in any course of study in any university, college, academy, or other educational institution. The activity prohibited by this subsection includes, but is not limited to, preparing or advertising, offering, or attempting to prepare a term paper, thesis, or dissertation for another; impersonating or advertising, offering or attempting to impersonate another in taking or attempting to take an examination; and the giving or changing of a grade or test score or offering to give or change a grade or test score in exchange for an article of value or money.”

**Accounting For and Storing Test Materials**

According to SBE policy GCS-A-001, school systems shall (1) account to the NCDPI for all tests received, (2) provide a secure, locked facility for all tests received, (3) prohibit the reproduction of any or all parts of the tests, and (4) prohibit their employees from disclosing the general content of the tests or specific items contained in the tests to persons other than authorized employees of the local education agency (LEA). Secure test materials may be stored at the school for only a short period before and after the test administration. Every effort must be made to minimize school personnel access to secure state tests before and after each test administration.

The principal shall account for all test materials received and shall ensure test security within the school building. The principal shall store test materials in a secure, locked facility except when in use, as established by SBE policy GCS-A-010, the *Testing Code of Ethics*. The principal shall establish a procedure to have test materials distributed immediately before each test administration. Before each test administration, the school
test coordinator shall accurately count, record the number(s), and distribute test materials to each test administrator.

Each test administrator must count and record the number of test materials (e.g., test books/documents, answer sheets) and supplemental materials (i.e., only those specified in the test administrator’s manual/guide or published supplements or updates) (1) when the materials are first received, (2) before the distribution of materials to students, (3) after the test administration, and (4) when the materials are returned to the test coordinator. Any discrepancies must be reported to the school test coordinator/principal immediately.

All testing materials must be returned according to directions specified in the test administrator’s manual/guide. Immediately after each test administration, the school test coordinator shall collect, count, and return all test materials to the secure, locked facility. Any discrepancies must be reported to the school system test coordinator immediately. Upon notification, the school system test coordinator must report discrepancies to the regional accountability coordinator (RAC) and ensure all procedures in the Online Testing Irregularity Submission System (OTISS) are followed to document and report the testing irregularity. Test materials must be tracked and accounted for at each level of distribution. The procedure for accounting for test books must ensure missing test materials can be identified at the classroom level. The procedure established by the school for tracking and accounting for test materials must be provided to the school system test coordinator or the NCDPI Division of Accountability Services/North Carolina Testing Program upon request.

Accurate and Complete Coding of Test Materials
Data collected during the administration of North Carolina tests are used for purposes such as (1) establishing school accountability, (2) creating state reports in compliance with the IDEA Amendments, (3) reporting school/state compliance with the federal Title I and Title III legislation, (4) auditing by state and federal agencies, or (5) informing policymakers. Because of these purposes, data collected in all areas must be accurate. Local school systems must develop a testing plan that ensures accurate data is collected.

Requirement to Report Student Scores
According to SBE policy GCS-A-001, school systems shall, at the beginning of each school year, provide information to students and parents or guardians advising them of the districtwide and state-mandated tests that students will be required to take during that school year. In addition, school systems shall advise students and parents or guardians of the dates the tests will be administered and how the results from the tests will be used. Also, information provided to parents shall include whether the SBE or local board of education requires the test(s). School systems shall report scores resulting from the administration of districtwide and state-mandated tests to students and parents or guardians along with available score interpretation information within 30 days from the generation of the score at the school system level or receipt of the score and interpretive documentation from the NCDPI.
Suspended Students
According to North Carolina General Statutes G.S. §115C–391(b), “the principal of a school, or his/her delegate, shall have authority to suspend for a period of 10 days or less” (i.e., short-term suspension) “any student who willfully violates policies of conduct established by the local board of education.” When a student is suspended for a period of 10 days or less, the student shall be provided “the opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.”

Students with short-term suspensions are thus required to take the appropriate state-mandated test(s). The school must make arrangements to test these suspended students in a location (e.g., central office, home) that is mutually agreeable to parents/guardians. The school test coordinator must ensure test security is maintained and all procedures contained in the test administrator’s manual/guide are followed throughout the test administration(s).

“The principal of a school, with prior approval of the superintendent, shall have the authority to suspend for periods of time in excess of 10 school days, but not exceeding the time remaining in the school year” (i.e., long-term suspension), “any pupil who willfully violates the policies of conduct established by the local board of education” [G.S. §115C–391(c)].

The LEA decides if it will provide students with long-term suspensions the opportunity to take the appropriate state-mandated test(s). If the opportunity is provided, the school must make arrangements to test these suspended students in a location (e.g., central office, home) that is mutually agreeable to parents/guardians, and the school test coordinator must ensure test security is maintained and all procedures contained in the test administrator’s manual/guide are followed throughout the test administration(s). The test results are official and belong in the students’ academic records, but results must not be included in any Annual Measurable Objective (AMO) data for accountability purposes.

Confidentiality of Student Scores
According to SBE policy GCS-A-010, the Testing Code of Ethics, educators must “maintain security of tests and data files at all times, including protecting the confidentiality of students at all times when publicizing test results.” Publicizing test scores or any written material containing personally identifiable information from the student’s educational records shall not be disseminated or otherwise made available to the public by any member of the SBE, any employee of the SBE, the State Superintendent of Public Instruction, any employee of the North Carolina Department of Public Instruction, any member of a local board of education, any employee of a local board of education, or any other person, except as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. §1232g.
School System Test Coordinator’s and LEP Coordinator’s Roles and Responsibilities
The following roles and responsibilities are outlined specifically in reference to the ACCESS for ELLs.

School System Test Coordinator
The local superintendent or the superintendent’s designee serves as the school system test coordinator. The school system test coordinator is to assist in the local administration, reporting, and interpretation of tests and other accountability measures. The school system test coordinator has the following responsibilities in relation to the ACCESS for ELLs:

- Provide notification to students and parents/guardians of the date the ACCESS for ELLs will be administered and how the results of the test will be used.

- Collaborate with the LEP coordinator to ensure all eligible students are tested based upon students who are identified as LEP through the LEP Consolidated Federal Data Collection system (LEP CFDC).

- Manage the distribution of test materials within the school system and place orders for any additional materials, if necessary.

- Ensure each school has a secure, locked facility in which test materials will be stored. Access to the storage area must be limited to one or two authorized school personnel when secure materials are being stored. Unauthorized personnel (e.g., cleaning staff) must not have access to the storage area where secure materials are stored.

- Ensure school test coordinators clearly understand test material handling and storage procedures.

- Ensure all training participants read the North Carolina Testing Code of Ethics, sign the North Carolina Test Security Agreement, and keep the agreement on file.

- Collaborate with the school system LEP coordinator to develop and implement an overall plan for the test distribution and test administration, including
  o developing a system of inventory to ensure an accurate count of all test materials and a system to maintain procedures for preparing and returning secure test materials and test security,
  o devising a testing schedule and protocol to be implemented at each school site,
  o setting guidelines for the appropriate testing environment (as outlined in this document), and
  o auditing test administration sessions.
• Ensure appropriate staff are trained in the provision of testing accommodations for students with disabilities.

• Ensure all school principals are made aware of the purpose and extent of annual English language proficiency testing and the importance of test security and data collection procedures.

• Coordinate meetings in conjunction with the LEP coordinator to ensure subtest trainings and policy and procedure trainings have occurred in the school system for the annual administration, including opportunities to practice test administrations.

• Assist in maintaining accurate records of individuals who have been trained and certified to administer the test.

• Share questions related to the subtest administration with the LEP coordinator.

• Answer testing policy and procedure questions related to the ACCESS for ELLs administration.

• Implement school system and NCDPI policies and procedures related to the ACCESS for ELLs.

• Ensure the appropriate state-designated test form (based on the student’s grade and tier level) is administered for annual testing.

• Ensure the test is administered within state-determined timelines and during the specified testing window to account for contractor scoring.

• Ensure all annual tests are packaged and shipped to the contractor according to procedures outlined by the NCDPI and the contractor.

• Establish a school system procedure for maintaining student confidentiality for all test data.

• Emphasize the importance of accurate data collection to all ACCESS for ELLs test administrators.

• Work collaboratively with the LEP coordinator to review, analyze, and disseminate test results.

• Fulfill requirements from the NCDPI Division of Accountability Services/North Carolina Testing Program in providing data for scoring or reporting purposes.

• Investigate all reports of testing irregularities and/or violations of ethical testing practices. Immediately report testing irregularities to the superintendent and local school board of education within timelines specified by the state. Use and follow all
procedures in the Online Testing Irregularity Submission System (OTISS) to document and report all testing irregularities.

**School System LEP Coordinator**
The school system LEP coordinator assists in the local administration of language instruction programs and supports the facilitation of accountability measures. The school system LEP coordinator has the following responsibilities in reference to the ACCESS for ELLs:

- Coordinate and maintain records of students identified as limited English proficient; ensure designated individuals in the LEA are accurately entering student information of all LEP students into the LEP CFDC system.

- Collaborate with the school system test coordinator to ensure all currently identified LEP students are included in the LEP CFDC system and are tested.

- Develop a process to ensure students who should no longer be classified as LEP (with appropriate documentation) are removed from the LEP CFDC before the end of the validation windows established by the NCDPI ESL staff.

- Assist in notifying students and parents/guardians regarding the ACCESS for ELLs administration.

- Collaborate with the school system test coordinator to develop and implement an overall plan for the test distribution and test administration, including:
  - developing an inventory system that
    - ensures an accurate count of all test materials,
    - maintains procedures for preparing and returning secure test materials, and
    - ensures test security;
  - devising a testing schedule and protocol to be implemented at each school site;
  - setting guidelines for the appropriate testing environment (as outlined in this document); and
  - auditing testing administration sessions.

- Assist the school system test coordinator and school staff in the identification of quantities and types of ACCESS for ELLs test materials necessary to meet state and federal testing requirements.

- Coordinate meetings in conjunction with the school system test coordinator to ensure subtest trainings and policy and procedure trainings have occurred in the school system for the annual administration, including opportunities to practice test administrations.
• Provide training to ESL teachers and communicate the purpose and extent to which the ACCESS for ELLs is used.

• Assist in maintaining accurate records of individuals who have been trained and certified to administer the test.

• Ensure all school principals are made aware of the purpose and extent of annual English language proficiency testing (e.g., accountability requirements and logistics) and the importance of test security and data collection procedures. Help principals understand how the test results are used in determining LEA Title III Improvement.

• Assist in ensuring all school ACCESS for ELLs test administrators within the school system are appropriately trained in the administration of each subtest.

• Answer questions related to the subtests of the ACCESS for ELLs. Provide access to and disseminate information from the WIDA Consortium Help Desk in relation to the subtest administration.

• Share questions related to ACCESS for ELLs testing policy and procedures with the school system test coordinator.

• Assist the school system test coordinator in ensuring all annual tests are packaged and shipped to the contractor according to procedures outlined by the NCDPI and the contractor.

• Work collaboratively with the school system test coordinator to emphasize the importance of accurate data collection to all ACCESS for ELLs test administrators.

• Work collaboratively with the school system test coordinator to review, analyze, and disseminate testing results.

• Report all testing irregularities to the school test coordinator.

School Test Coordinator’s Accessibility
The principal or principal’s designee (i.e., an employee of the school system who has professional training in education and the state testing program) shall serve as school test coordinator. The school test coordinator must be accessible to test administrators and proctors during the administration of secure state tests. Because of the accessibility requirement, the school test coordinator must not be given the responsibility of administering a test. However, if an emergency situation arises where there are a small number of students who need to be tested, the school test coordinator may serve as the test administrator.
School Test Coordinator’s Responsibilities
The school test coordinator has the following responsibilities:

- Adhere to the district testing plan and test administration schedules established by the NCDPI and the school system test coordinator.

- Attend training sessions sponsored by the school system test coordinator on the policies and procedures for conducting a proper test administration and for reviewing and processing test materials.

- Develop and document in writing a schoolwide testing plan for administering tests under secure conditions.

- Implement the school system’s testing policies and procedures and establish any needed school policies and procedures to ensure all eligible students are tested.

- Account for and maintain the security of test materials.

- Store test materials in a secure, locked facility. Access to the storage facility must be limited to one or two authorized school personnel while secure materials are being stored. Unauthorized personnel (e.g., cleaning staff) must not have access to the storage facility where secure materials are stored.

- Accurately count, record the numbers, and distribute test materials required for the test administrations at the school before each test administration. Immediately after each test administration, collect, count, and return test materials to the secure, locked storage facility.

- Select test administrators who meet the qualifications as described in the section Test Administrator Qualifications for the ACCESS for ELLs located in this document.

- Train all school personnel on the appropriate use of test materials, test security, and the North Carolina Testing Code of Ethics.

- Emphasize to all school personnel that no person may copy, reproduce, or paraphrase the test materials in any manner or for any reason without the written permission of the NCDPI.

- Inform personnel that any person who learns of any breach of security, loss of test materials, failure to account for test materials, or any other deviation from required security procedures shall immediately report that information to the principal/school test coordinator and the school system test coordinator.

- Encourage a positive atmosphere for the test administrations.
• Assign to test administrations trained proctors who are responsible adult community volunteers (i.e., age 18 or older and not enrolled as a student in the K–12 public school system), school staff, or school system staff.

• Allow test materials to be distributed immediately before the test administration (SBE policy GCS-A-010) unless otherwise authorized by the NCDPI.

• Return all test materials to the school system test coordinator, as directed, immediately following the completion of the test administration.

• Maintain the confidentiality of individual student scores when reporting test results to the public and the media.

• Contact the school system test coordinator immediately with any allegation of a testing violation.

• Use and follow all procedures in the Online Testing Irregularity Submission System (OTISS) to document and report all testing irregularities.

Test Administrator’s Qualifications
Test administrators of the ACCESS for ELLs must have the following qualifications:

• Employed by the school system

• Status as a classified (e.g., teacher assistants, or other nonteacher roles) or certified school staff member (Retired teachers, if working for the school district as substitute teachers or members of the staff in any capacity, may administer the tests. Contracted tutorial services or agencies are not permitted to administer the test.)

• Status as highly proficient in the English language (The individual’s spoken English must be clearly understandable by all language-minority students during the test administration.)

• Trained on the state-designated English language proficiency test as a test administrator

Test Administrator’s Responsibilities
Test administrators must follow the directions in the ACCESS for ELLs District and School Test Administration Manual as well as follow directions and read scripts to the students as written. The ACCESS for ELLs District and School Test Administration Manual was prepared by WIDA, MetriTech, Inc. and the Center for Applied Linguistics.

North Carolina test administrators have the following additional responsibilities:
• Attend a test administration training session conducted by the school system or school test coordinator before each test administration and, if applicable, a training session on the provision of accommodations. Test administrators must be trained in how to administer each subtest of the ACCESS for ELLs as well as the policy and procedures associated with the test.

• Read and study thoroughly the ACCESS for ELLs District and School Test Administration Manual before the test administration.

• Practice administering and scoring the speaking tests and all kindergarten tests.

• Read and study thoroughly the codified North Carolina Testing Code of Ethics before the test administration.

• Discuss with students the purpose of the test administration before the test administration date.

• Encourage students to do their best.

• Discuss with students how the test results will be used.

• Maintain test security at all times while handling test materials.

• Account for and record the number of secure test materials, including supplemental materials and used blank paper before, during, and after the test administration, and notify the school test coordinator/principal immediately of any discrepancies in the counts.

• Ensure personal cell phones are turned off, and they, or any other electronic devices, are not accessed at any time during the test administration, including breaks(s).

• Administer the test to all eligible students (SBE policy GCS-A-010).

• Conduct an unbiased administration of the tests according to the policies, procedures, and directions in the test administrator’s manual/guide and any subsequent updates developed by the NCDPI Division of Accountability Services/North Carolina Testing Program.

• When applicable, utilize the appropriate procedures for the provision of accommodations during test administrations for students with disabilities.

• Monitor the test administration by moving quietly throughout the room and scanning the students’ work areas to ensure students follow the test directions, perform the required tasks, do not share responses, and those eligible have access to required accommodations.
- Provide a positive test-taking environment (SBE policy GCS-A-010). Avoid distracting behaviors such as holding extended conversations with the proctor, reading newspapers or novels, eating, carrying out other personal or professional duties, or talking/texting on cell phones (see the Prohibited Items in the Test Room section of this guide).

- Ensure the classroom is orderly during the test administration.

- Review under secure conditions in a group setting (i.e., three or more school personnel) each student’s answer sheet for completeness, correctness, and scoreability (e.g., no pencil marks outside the bubbles). Student responses must not be modified during the review process.

- Arrange with the school system test coordinator or his/her designee to test students who require a makeup test session.

- On the day of the occurrence, immediately document and report testing irregularities to the school test coordinator who will ensure the irregularities are submitted in the Online Testing Irregularity Submission System (OTISS).

**Proctor’s Responsibilities**

For best practices, a proctor should be present in all group-administered subtests (including reading, writing, and listening) of the ACCESS for ELLs and the Alternate ACCESS for ELLs. However, if after working with the Regional Accountability Coordinator (RAC) and exhausting all options it is not possible to have proctors as stated in this North Carolina Policy and Procedure Guidance for Annual Testing guide, LEAs/charters may submit a letter to the Office of the State Superintendent stating the hardship and assuring the district assumes responsibility for the test security.

According to SBE policy GCS-A-010, “proctors shall serve as additional monitors to help the test administrator ensure testing occurs fairly.” The principal shall assign trained proctors for test administrations. The principal shall select proctors who are responsible adult community volunteers (i.e., age 18 or older and not enrolled as a student in the K–12 public school system), school staff, or school system staff.

Proctors should not be assigned to proctor in a room where his or her relative or ward is to be tested. Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the proctor’s guardianship. Additionally, test administrators should not administer tests with a proctor who is a personal family member or a close acquaintance.

Proctors must attend a test administration training session before each test administration and understand and agree to carry out the duties described. The training sessions should thoroughly cover proctors’ responsibilities as outlined in The Proctor’s Guide (published by the North Carolina Testing Program). Additionally, proctors must
read or review thoroughly the North Carolina *Testing Code of Ethics* and its sanctions. During training, proctors may be provided copies of *The Proctor’s Guide*, the North Carolina *Testing Code of Ethics*, and copies of the sample online Report of Testing Irregularity. Proctors are not to be provided with copies of the test administrator’s manual/guide or policy and procedure guides.

Proctors are expected to work with the test administrator to ensure distractions and interruptions during the test administration are minimized. Proctors may not assist students in choosing responses to test questions and shall not, at any time, modify, change, alter, or tamper with student responses to test questions. At no time shall proctors be alone with secure test materials (e.g., student test books, answer sheets) or be responsible for reading directions or otherwise providing information for the test administration to students.

Proctors are not to pick up test materials from or return test materials to the school test coordinator at the beginning or the end of testing unless accompanied by the appropriate school personnel. Specifically, the proctor is to help the test administrator ensure the following:

- Physical conditions in the room are appropriate for testing (e.g., seating, lighting, temperature) and order is maintained during the test administrations.

- Personal cell phones are turned off, and they, or any other electronic devices, are not accessed at any time during the test administration, including during the break(s).

- Test security is maintained at all times.

- Materials are appropriately distributed to each student. For example, the proctor is to assist the test administrator in making sure the student receives the correct grade-span test materials.

- Students are following the test directions, performing the required tasks, and *not* sharing responses.

- Procedures, as directed by the test administrator, are followed when providing accommodations to students with disabilities.

- Distracting behaviors are avoided during testing, such as holding extended conversations with the test administrator, reading newspapers or novels, eating, drinking, carrying out other personal or professional duties, talking/texting on cell phones, or using any other electronic devices. No one, including proctors, may eat or drink in the testing room unless approved for medical reasons. See the *Prohibited Items in the Testing Room* section for additional information.
• Students with emergencies (including restroom emergencies) during the test administration are assisted.

• The test administrator is assisted in following the procedures specified in the test administrator’s manual/guide in the event students misalign answers when responding to test items on a multiple-choice answer sheet (e.g., students are responding to the test questions and recording their answers in the wrong part of the answer sheet).

• All testing irregularities are reported to the school test coordinator and/or principal on the day of the occurrence.

Prohibited Items in the Testing Room
The presence of prohibited items in the testing room may constitute a misadministration or violation of the Testing Code of Ethics. Before testing begins, test administrators and proctors must turn off their personal cell phones/electronic devices and ensure these devices are not visible during testing, including breaks. Personal cell phones/electronic devices must not be used during the test administration, including breaks.

Students are not allowed to bring any prohibited items into the testing room and may be removed from testing if they fail to adhere to this requirement. Therefore, on days before testing, teachers must announce to students which items are prohibited in the testing room.

Prohibited items include:

• Electronic devices. Students are not allowed to have in their possession or to use cell phones or any other electronic devices at any time during testing, including breaks. Any person found or observed with a cell phone/electronic device during testing time must be dismissed from testing and a misadministration declared.

  o If the test administrator or proctor believes an electronic device was used during the test administration to store or exchange information or to make an image of the test, the device must be collected from the student and the school test coordinator contacted immediately.

  o If a student must be removed from testing because he/she has a cell phone/electronic device during testing, the test administrator and proctor must not leave the testing room unattended. The test administrator and proctor must remain in the room, the school test coordinator must be notified, and the student must be removed.

• Personal belongings. Students’ personal belongings must be placed under their seats, and students must not be permitted to access them at any time during testing, including breaks.
• Testing aids. Textbooks, reference books, thesauruses, smartpens, music, notes, or any unapproved testing aids are prohibited during the administration of any test in the North Carolina Testing Program.

• Food and drink. No one, including testing staff, may eat or drink in the testing room (unless approved for medical reasons).

Test administrators and proctors must remain attentive to their testing responsibilities throughout the entire test administration. Reading (except for the administrator’s manual or supplemental testing policy information); grading papers; using a computer, cell phone, or other electronic device; talking casually with other staff/proctor; or engaging in any activity in the testing room not directly related to the administration is not allowed.

Test Characteristics and Group Testing
The ACCESS for ELLs test assesses students’ English language proficiency in five areas:

• Social and Instructional Language (SIL), which incorporates proficiencies needed to deal with the general language of the classroom and school
• The language of English Language Arts (LoLA)
• The language of Mathematics (LoMA)
• The language of Science (LoSC)
• The language of Social Studies (LoSS)

Test forms are designed for ELLs in Grades K–12. The test forms are divided into five grade-levels clusters:
• Kindergarten
• Grades 1–2
• Grades 3–5
• Grades 6–8
• Grades 9–12

For each grade-level cluster, there is a test in each of the four language domains (Listening, Reading, Writing, and Speaking).

• The Listening Test and the Reading Test consist of multiple-choice questions.

• The Listening Test is media-delivered. Guidance on the procedures for preparing for and administering the Listening Test is found in the ACCESS for ELLs District and School Test Administration Manual.

• The Writing Test and Speaking Test are made up of performance tasks scored according to specific rubrics.
• The Listening, Reading, and Writing Tests can be group-administered and are centrally scored.
  o These subtests can be administered in groups to the same tier and grade-level cluster. For example, Tier A, grades 3–5 students who are administered the listening subtest may be grouped together, but Tier B, grades 3–5 students administered the listening subtest may not be a part of the aforementioned Tier A testing group.
  
  o As recommended by the test publisher, groups must not consist of more than twenty-two (22) students in a single-group testing administration.

• The Speaking Test is an individually administrated, adaptive test that is scored by the test administrator.

**Scheduling for the Test Administration**

While the Listening/Reading, followed by Writing, then Speaking is the recommended sequence for the ACCESS for ELLs test administration, the sections of the test may be administered in any order. It is also possible for the separate sections of the test to be administered on different days, although a single section should not be broken into several administrations.

For scheduling purposes, approximate administration times for each individual test are as follows:

**Session 1: Listening and Reading**
- Listening Test (25–40 minutes)
- Reading Test (35–45 minutes)

*Note:* Please also allot about fifteen (15) minutes for convening students and distributing/collecting materials.

**Session 2: Writing**

**Tier A**
- Grades 1–2 should take thirty (30 minutes), plus five additional minutes to finish writing, if needed
- Grade-level clusters 3–5, 6–8, and 9–12 should take no more than sixty (60) minutes

**Tiers B and C**
- All grade-level clusters allowed sixty (60) minutes, plus five additional minutes to finish writing, if needed

*Note:* Please also allot about fifteen (15) minutes for convening students and distributing/collecting materials.
Session 3: Speaking

- Individually administered
- Approximately fifteen (15) minutes per student
- Scored by the test administrator

Detailed guidance on the administration and scoring of the Speaking Test is located in the ACCESS for ELLs District and School Test Administration Manual. Anyone who administers the Speaking Test must have successfully completed the Speaking Module of the online ACCESS for ELLs Test Administrator Training located on the WIDA website. The speaking Module is available after logging into the secure section of the website with a personal ACCESS for ELLs training account.

Testing Environment

The principal shall designate an area for the test administration that provides an environment that minimizes distractions and disruptions for students. All rooms used for test administrations must be quiet, orderly, comfortable, and have adequate lighting. Seating must be arranged to discourage students from sharing responses.

The North Carolina Testing Program strongly discourages large-scale administrations (e.g., those that occur in a library or cafeteria) that include large groups (multiple classes) of students. Test administrations that occur under these conditions may result in misadministrations. If testing is to take place in a facility other than a classroom, special effort may be required to establish and maintain a proper testing atmosphere. Visitors to the classroom are prohibited during the test administration except when required for state and local monitoring of test administrations or under extreme circumstances (i.e., emergency situations).

Test administrators must disregard any information the test publisher includes in the ACCESS for ELLs District and School Test Administration Manual that states it is not necessary to cover print materials on classroom walls. For all North Carolina administrations of the ACCESS for ELLs, displaying information regarding either content being measured or test-taking strategies in any manner or form in the room during a test administration results in a misadministration. These displays must be covered or removed. Examples include, but are not limited to, “Tips for Taking Tests” displays, word lists, word walls, definitions, writing formulas, multiplication tables, and mathematical formulas/theorems. Failure to cover or remove such displays during a test administration may be considered a violation of the Testing Code of Ethics. Test administrators must contact the school test coordinator before the test administration if they have questions related to the testing environment.

Student Markings in the Test Book

The entire ACCESS for ELLs assessment is comprised of a consumable test book that is processed through high-speed, optical-mark, imaging equipment. Therefore, care should be taken to apply the same rules as those that apply to any scannable answer sheets.
Use of Highlighters and Writing in the Test Book as a Test-Taking Strategy

Highlighters are permitted as a test-taking strategy on the ACCESS for ELLs if (1) students are instructed on how to properly use highlighters in scannable test books and (2) test administrators and proctors monitor test administrations to ensure highlighters are used appropriately. If a student writes or uses a highlighter in the test book as a test-taking strategy, test administrators must ensure (1) the student’s responses are dark pencil marks that completely fill the bubbles and (2) any stray pencil or highlighter marks do not interrupt the white space surrounding the area designated for bubbling. **White space surrounding the area designated for bubbling should be left clear of student markings.**

Stray pencil marks may be erased; however, if the pencil markings cannot be erased and/or highlighter markings are inside of the white space that must be kept unmarked, the test administrator or principal’s designee must transfer the student’s responses to a new, clean test book. Extra test books are provided to districts and can be used for this purpose. The transcription and verification process must occur under secure conditions in a group setting (i.e., three or more designated school personnel). One individual is to transcribe the student’s responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process. Once the student’s responses have been transcribed and verified, the test administrator or designated personnel must clip the two test books together and ship the documents to MetriTech for scoring and processing. If test books are submitted and cannot be scored because of stray pencil marks or improper highlighter markings, **the cost and resubmission of the new test book will be at the expense of the school district.**

Use of Student Marks Answers in Test Book Accommodation

Special attention must be paid by test administrators in the use of the **Student Marks Answers in Test Book accommodation.** The most recent version of the North Carolina Testing Students with Disabilities publication requires students provided the **Student Marks Answers in Test Book** accommodation to circle their responses to test questions directly in their test books during the test administration. This accommodation is typically provided to students with a current Individualized Education Program (IEP) or Section 504 Plan who have difficulty transferring information; have difficulty staying focused on tasks; or have mobility, coordination, or motor limitations.

Under secure conditions in a group setting (i.e., three or more designated school personnel), the test administrator or other designated school personnel must review each student test book in which the **Student Marks Answers in Test Book** accommodation is used to ensure the student’s final answers are clearly bubbled and ready to be machine scored. **Tampering with student responses to test items in the test booklet constitutes a serious breach in test security.**

The following graphics provide guidance on appropriate and inappropriate locations for student markings and correct and incorrect forms of student-bubbled responses.
Correct Bubbling Procedure on the ACCESS for ELLs

<table>
<thead>
<tr>
<th>The number of the cans in the carton</th>
<th>CORRECTLY FILLED IN</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of the cans in the carton</td>
<td>CORRECTLY FILLED IN</td>
</tr>
<tr>
<td>The number of the cans in the carton</td>
<td>CORRECTLY FILLED IN</td>
</tr>
</tbody>
</table>

Incorrect Bubbling Procedure on the ACCESS for ELLs

<table>
<thead>
<tr>
<th>The number of the cans in the carton</th>
<th>INCORRECTLY FILLED IN</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of the cans in the carton</td>
<td>INCORRECTLY FILLED IN</td>
</tr>
<tr>
<td>The number of the cans in the carton</td>
<td>INCORRECTLY FILLED IN</td>
</tr>
<tr>
<td>The number of the cans in the carton</td>
<td>INCORRECTLY FILLED IN</td>
</tr>
</tbody>
</table>
Correct Student Marking on the ACCESS for ELLs

11. Aunt Amelia buys 2 cartons quis nostrud a total of sed diam. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh.
   Which math operation eum lirure dolor in hendrerit vulputate velit esse molestie consequat?
   
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Add. (+)</td>
<td>Subtr. (−)</td>
<td>Mult. (×)</td>
<td>Div. (+)</td>
</tr>
</tbody>
</table>

12. Thomas wants to buy. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonumy nibh eiusmod tincidunt ut laoreet dolore magna aliqua etrat vulputat.
   What information is missing: quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat?
   
   - How much amet
   - How much tincidunt ut laoreet
   - How nisi enim ad minim veniam
   - How many ummy nibh eiusmod tincidunt

NOTE: This page is CORRECTLY marked.
Question 11 is ideally marked.
Question 12 has several stray marks, but none are within 1/8 in. of the scoring bitbiles or registration marks in the corners of the page.

STOP
Incorrect Student Marking on the ACCESS for ELLs

11
Aunt Amelia buys 2 cartons of milk. Each carton contains 6 bottles. How many bottles does Aunt Amelia buy in total?

Which math operation is used to figure out the total number of bottles?

<table>
<thead>
<tr>
<th>Addition (+)</th>
<th>Subtraction (−)</th>
<th>Multiplication (×)</th>
<th>Division (÷)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12
Thomas wants to buy a new computer monitor. The monitor costs $500. He already has $200. How much money does Thomas need to buy the monitor?

What information is missing so you can figure out the answer?

<table>
<thead>
<tr>
<th>How much amet</th>
<th>How much tincidunt ut lacoret</th>
<th>How uis nimi nibh euismod tincidunt</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

NOTE: This page is INCORRECTLY marked.
Question 11 has more than one answer marked.
Question 12 has several stray marks (red) near the scoring bubbles.
There are stray marks near the registration marks in the corners of the page.
Students Eligible for Testing Accommodations

Students with Disabilities
On a case-by-case basis where appropriate documentation exists, students with disabilities may require accommodations in order to access the W-APT and/or ACCESS for ELLs. The need for accommodations must be documented in the students’ IEPs or Section 504 Plans. North Carolina school testing personnel must use the accommodations outlined in this document in the administration of the ACCESS for ELLs. The information in this section replaces accommodations information in the appendices of the W-APT and ACCESS for ELLs test administration manuals provided by the WIDA Consortium. This information must be used as the primary reference for the accommodations information in administering these English language proficiency tests. This section also provides additional specific information for administering the test using certain accommodations.

The superintendent or the superintendent’s designee, usually the LEA test coordinator, is responsible for ensuring secure test materials are properly ordered. Orders for special print versions (i.e., Large Print editions) must be submitted to MetriTech no later than March 6, 2015.

Special testing accommodations requests other than those specified in this publication must be submitted via an Accommodation Notification Form. For additional information regarding appropriate testing procedures and accommodations, test administrators who provide accommodations for students with disabilities must refer to the most recent publication of Testing Students with Disabilities and any published supplements or updates. These publications are available through the local school system or at www.ncpublicschool.org/accountability/policies/tswd.

Note: For students who record their responses in a manner other than the regular answer document (e.g., provision of accommodation(s) Student Marks Answers in Test Book, Large Print Edition, Braille Writer/Slate and Stylus, Dictation to a Scribe, or certain Assistive Technology Devices), the test administrator or principal’s designee may be required to transcribe the students’ responses to the test book for scoring purposes. In these instances, the students’ responses must be transferred to the test book after the test session. Someone other than the original transcriber must check the transcription in order to ensure accuracy. The transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel). One individual is to transcribe the student responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process.

The North Carolina Testing Program’s Testing Students with Disabilities document and any subsequent updates provide additional information on North Carolina accommodations and guidelines for testing students with disabilities. Unless otherwise specified in this document, the information within the Testing Students with Disabilities document and any subsequent updates should be followed when administering the W-
APT or the ACCESS for ELLs with accommodations. School system personnel must participate in training sessions before the test administration to be made aware of any restrictions for appropriate use of these accommodations.

**Students with Transitory Impairments**

Section 504, part of the Rehabilitation Act of 1973, is a federal law designed to protect the rights of students with disabilities who attend schools receiving federal financial assistance. To be protected under Section 504, a student must be determined to:

1. have a physical or mental impairment that substantially limits one or more major life activities, or
2. have a record of such an impairment, or
3. be regarded as having such an impairment (ADA Amendments Act of 2008, Section 3 [1][A–C]).

A student is not regarded as an individual with disabilities if the impairment is transitory and minor (ADA Amendments Act of 2008, Section 3 [3][B]). A transitory impairment is an impairment with an actual or expected duration of six months or less. A transitory impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. Eligibility decisions are made by a school-based committee, which includes persons knowledgeable about the student.

On a case-by-case basis where appropriate documentation exists, students who are identified with a transitory impairment (i.e., not Section 504-eligible) may receive testing accommodations. As with all testing accommodations, accommodations that are being considered for use during testing must be used routinely during instruction and similar classroom assessments when possible. Approved accommodations for students identified with transitory impairments include those accommodations that are approved for use by Section 504-eligible students. The need for accommodations must be documented before testing. Copies of this documentation must be kept at the school and made available to test coordinators. Those administering tests with accommodations must be trained before the administration by the LEA/charter test coordinator or designee in the provision of the specified accommodations.

**Note:** Students who do not have an IEP, Section 504 Plan, or transitory impairment documentation must not receive any accommodations on the W-APT or ACCESS for ELLs.

**Review of Accommodations Used During Testing Forms**

For the W-APT or the ACCESS for ELLs, students’ use of accommodations must be documented in their current IEP, Section 504 Plan, or transitory impairment documentation. Before test administrations, the Review of Accommodations Used During Testing form must be used to record the required testing accommodations documented on the student’s IEP, Section 504 Plan, or transitory impairment documentation. During the test administration, the test administrator must use the form (1) to indicate if the accommodation was provided to the student during testing, (2) to describe how the accommodation was provided to the student, (3) to record if the student used the accommodation, and (4) to explain how the accommodation was used. One form is to be completed per test per student. Completed forms should be kept in
the students’ IEP folders and/or Section 504/LEP/transitory impairment documentation so they are accessible for future reference.

**Typical Testing Accommodations for Eligible Students for the W-APT and ACCESS for ELLs Only**

<table>
<thead>
<tr>
<th>ACCOMMODATIONS</th>
<th>LISTENING</th>
<th>READING</th>
<th>WRITING</th>
<th>SPEAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing in a Separate Room⁴</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Scheduled Extended Time</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Multiple Testing Sessions</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>(more frequent breaks)</td>
</tr>
<tr>
<td>Braille Edition⁵</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Large Print Edition³</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>One Test Item Per Page Edition</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Test Administrator Reads Test Aloud (in English)</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Student Reads Test Aloud to Self</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>N/A</td>
</tr>
<tr>
<td>Interpreter/Transliterator Signs/Cues Test⁴</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Magnification Devices</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Assistive Technology Devices</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes⁵</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Marks Answers in Test Book</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>N/A</td>
</tr>
<tr>
<td>Dictation to a Scribe</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>N/A</td>
</tr>
<tr>
<td>Braille Writer/Slate and Stylus</td>
<td>N/A</td>
<td>N/A</td>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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¹ The W-APT is to be administered individually. Group administrations are allowable for the Reading, Listening, and Writing tests of the ACCESS for ELLs.

² See the Access for ELLS District and School Test Administrator Manual for additional information about Braille.

³ For ordering purposes, requests must be submitted to MetriTech no later than March 6, 2015 to ensure adequate production, quality control, and delivery time.

⁴ According to the W-APT and ACCESS for ELLs test administration manuals, “Deaf and hard of hearing students, including those for whom American Sign Language (ASL) is their first language, can generally participate in the Reading and Writing sections of the test with few or no accommodations necessary. Lip-reading with spoken responses for those students who possess these abilities may be possible for the Listening and Speaking Tests. IEP teams should make such determinations on a case-by-case basis. Translating the listening and speaking prompts into sign language is equivalent to translating into another spoken language, such as Spanish or Arabic, and therefore is prohibited as it changes the construct (i.e., assesses proficiency in a language other than English) and invalidates the test.”

⁵ For the Writing Test, word processors, keyboarding devices, and similar assistive technology devices must have spelling and grammar check and dictionary/thesaurus turned off.
Student Emergencies and Restroom Breaks during Testing
The NCDPI strongly recommends all students have an opportunity to use the restroom before beginning the test administration. If a student must leave the room during the test administration because of an emergency (e.g., becoming ill or requiring a visit to the restroom), the student must be accommodated. All test materials must remain in the room.

If a student needs a restroom break during the test administration, the following procedures must be followed:

- To the extent possible, only one student at a time is to be excused to the restroom.
- The student’s test materials must be secured (e.g., blank paper placed inside the test book as a place holder and the test book closed).
- The test administrator must note the time the student left the room to ensure the student has the allotted amount of time to complete the test upon return.
- If necessary, an appropriate member of the school staff may accompany the student to the restroom. Students must be accompanied if more than one is allowed to leave during the test at the same time.

Testing Violations and Testing Irregularities
The test administrator or proctor must report any alleged testing violation or testing irregularity to the school test coordinator on the day of the occurrence. The school test coordinator must contact the LEA/charter test coordinator immediately with any allegation of a testing violation. The school test coordinator must then conduct a thorough investigation and complete the Report of Testing Irregularity provided through the Online Testing Irregularity Submission System (OTISS). (Please note that persons reporting irregularities in OTISS must first receive training and a password from the LEA test coordinator.) The OTISS irregularity report must be submitted to the school system test coordinator within five days of the test administration. Different incidents must be documented on separate reports of testing irregularities even when the incidents occur during the same test administration in the same room. For example, if a teacher administered the test to an ineligible student and another student does not receive the appropriate accommodations, two separate testing irregularity reports must be filed in OTISS. If the superintendent or school system test coordinator declares a misadministration, the misadministration must be documented and reported using the appropriate procedures outlined in OTISS.

Examples of testing irregularities include, but are not limited to

- failing to follow the procedures as described in the ACCESS for ELLs Test Administrator’s Manual, the WIDA District and School Test Administrator Manual, and the North Carolina ACCESS for ELLs Policy and Procedure Guidance (this publication);
• failing to administer the secure and correct ACCESS for ELLs test form on the test date or during the testing window designated by the NCDPI Division of Accountability Services/North Carolina Testing Program;
• failing to follow the test schedule designated by the NCDPI Division of Accountability Services/North Carolina Testing Program;
• failing to test all eligible students (SBE policy GCS-A-010);
• interpreting, explaining, or paraphrasing the test directions or the test items in English or another language other than English (SBE policy GCS-A-010) to include answer choices;
• leaving students unsupervised with access to secure test materials;
• allowing students to review secure test materials before the test administration;
• giving students instruction related to the concepts measured by the tests before the test administration or during the test administration session;
• discussing test items with students and/or using test items or information from students as the basis for additional instruction or review;
• failing to cover or remove classroom displays that provide information regarding test-taking strategies or the content being measured by the test;
• paraphrasing, omitting, revising, interpreting, explaining, or rewriting the script, directions, or test items, to include answer choices;
• cheating;
• illness during testing;
• reading or tampering with (e.g., altering, changing, modifying, erasing, or scoring) student responses to the test questions by school district personnel;
• failing to return the originally distributed number of test materials (i.e., test books and test administration manuals/guides) to designated school personnel;
• providing accommodations to students who are not eligible to receive them;
• failing to follow procedures for providing testing accommodations;
• failing to provide approved accommodations to the appropriate students;
• allowing students to review secure test materials before the test administration;
• allowing access to the test to school or district personnel who do not have a legitimate need; and
• providing students with additional time beyond the designated maximum time specified in the ACCESS for ELLs Test Administrator’s Manual (except for students with documented special needs requiring accommodations, such as Scheduled Extended Time).

**Misadministrations**

School systems must monitor test administration procedures. According to SBE policy GCS-A-001, if school officials discover any instance of improper administration and determine the validity of the test results has been affected, they must notify the local board of education, order the affected students to be retested, and declare a misadministration. Only the superintendent and the school system test coordinator have the authority to declare misadministrations at the local level.
When a misadministration is declared, the affected students must be readministered the test. There is only one form of the ACCESS for ELLs available per grade span and tier. Therefore, the school system must wait five days to readminister the same form of the test to the student if a misadministration is declared. Only scores resulting from a valid test administration should be included in students’ permanent records, used for placement decisions, or used for accountability purposes. All misadministrations must be documented and reported using the appropriate procedures outlined in the Online Testing Irregularity System (OTISS).

School System Test Coordinator’s and LEP Coordinator’s LEP Data-Related Roles and Responsibilities after Testing

While the ACCESS for ELLs was developed by the WIDA Consortium, it is contractor-scored by MetriTech, Inc. MetriTech provides scores electronically at the state level through the LEP Consolidated Federal Data Collection system (LEP CFDC). The LEP CFDC is the authoritative source for LEP student data and therefore serves as the official system for verifying student LEP status. The LEP CFDC is managed at the state level by the NCDPI English as a Second Language (ESL) program staff and locally by LEP coordinators. LEA test coordinators must work collaboratively with LEP coordinators to ensure all LEP data is complete and accurate.

The following guidelines regarding the roles and responsibilities of school system test coordinators and LEP coordinators are provided to assist local school systems with the data collection effort and reporting. The local superintendent or superintendent’s designee assigns roles and responsibilities within the school system, and this information should be used as guidance in establishing local policies and procedures. The local superintendent is responsible for providing the final authorization regarding the completeness and accuracy of the data.

**School System Test Coordinator**

The school system test coordinator serves to assist in the local administration, reporting, and interpretation of tests and other accountability measures. The school system test coordinator has the following responsibilities in relation to LEP data collection and reporting:

- Collaborate with the LEP coordinator to ensure all eligible students are tested based upon students who are identified as LEP in the LEP CFDC.

- Establish a school system procedure for maintaining student confidentiality for all test data. Emphasize the importance of accurate data collection.

- Work collaboratively with the LEP coordinator to review, analyze, and disseminate testing results.

- Receive paper copies of the ACCESS for ELLs score reports. The reports should arrive in the school system during the last week of May. There will be five different types of reports:
Parent/Guardian Report: contains student level information but has no school/district information.

Teacher Report: contains the same information as the Parent/Guardian Report.

Student Roster Report: created by grade level and school and shows individual student scale scores and proficiency levels.

School Frequency Distribution Report: created by grade level and school, and shows the number and percentage of tested students in a school at each of the six proficiency levels for each subtest, the composite proficiency levels, and the high and low scores on each subtest. It has no individual student data.

District Frequency Distribution Report: created by grade level and district, and shows the number and percentage of tested students by school at each of the six proficiency levels for each subtest, the composite proficiency levels, and the high and low scores on each subtest. It has no individual student data.

The NCDPI recommends the following processes for handling and disseminating the reports; however, this process can be adapted to suit the needs of the school system.

Note: The reports are being provided only to the school systems. The NCDPI will NOT receive copies of these reports.

- Download the Interpretive Guide for Score Reports once it becomes available.
- Prepare sufficient copies of parent reports in other languages to attach to each parent score report, as necessary (http://www.wida.us).
- Make a copy of the Student Roster Reports to keep as records. A data disk from MetriTech that contains a copy of all reports delivered is available for purchase.
- Distribute the Teacher Reports and School Frequency Distribution Reports to each school. Schools should determine the process for maintaining this documentation, possibly by placing the Teacher Reports in each student's permanent record or by some other manner consistent with the school system's record-keeping policies or practices.
- Distribute the Parent/Guardian Reports to the schools for distribution to parents/guardians.
- Distribute the Student Roster and District Frequency Distribution Reports to LEP coordinators.
• Establish a secure system for collecting any questions/concerns regarding missing reports/data from the LEP coordinators.

• Immediately report any concerns/questions based on the distribution of reports/data to the regional accountability coordinator (RAC).

• Fulfill any future requirements from the NCDPI Division of Accountability Services/North Carolina Testing Program in regard to providing data for scoring or reporting purposes.

**School System LEP Coordinator**

The individual serving as the school system LEP coordinator assists in the local administration of language instruction programs and supports the facilitation of accountability measures. The school system LEP coordinator has the following responsibilities in relation to LEP data collection and reporting:

• Coordinate and maintain records of students identified as limited English proficient; ensure designated individuals in the LEA are accurately entering student information of all LEP students into the W-APT and LEP CFDC.

• Ensure all currently identified LEP students are included in the LEP CFDC. The school system test coordinator should assist as needed.

• Ensure all previously identified LEP students who exited LEP designation in 2012–13 and 2013–14 are identified in the LEP CFDC.

• Work collaboratively with the school system test coordinator to emphasize the importance of accurate data collection.

• Review, analyze, and communicate testing results.

• Be aware of when the test coordinator will ship ACCESS for ELLs score reports to the school personnel (paper copies of score reports should arrive in the school system in early May).

• Ensure ESL school personnel interpreting score reports are using them appropriately when making programmatic decisions for students.

• Receive and review the Student Roster and District Frequency Distribution Report and maintain a copy for your records. A data disk from MetriTech that contains a copy of all reports delivered is available for purchase.

• Use the data from the Student Roster and District Frequency Distribution Report to evaluate the delivery of services to LEP students by content and ESL teachers and make program changes as needed.
• Collect any questions/concerns about the distribution of data/reports (e.g., missing data) from school-level staff. Immediately and securely communicate these corrections/discrepancies to the school system test coordinator. The preferred method would be a secure system that does not include use of e-mailing secure student information.

Replacement Instructions for North Carolina Schools
The following information replaces the text of the 2014–15 ACCESS for ELLs District and School Test Administration Manual beginning on page 18 under “Pre-ID Labels” through page 27. School personnel must refer to the following information in administering the test.

Pre-ID Label Information
Test administrators must verify Pre-ID information and student tier placement before applying the label to the test book. A student’s Pre-ID label does not include the tier assignment. A student’s tier is established by the actual test book administered.

• Student Pre-ID labels are shipped with test materials for all LEP students in the December 2014 file extracted from the LEP CFDC and submitted to MetriTech. Pre-ID labels contain the name, grade, and other pertinent information about individual students, as well as district and school information. Each LEA will receive an overage of test books to use with LEP students who enroll after December 4, 2014, and do not have Pre-ID labels.

• Check the labels carefully to ensure the information displayed is correct.
  o If the label is correct, place the label in the box on the front cover of the test book in the designated area. Only one Pre-ID label can be placed on the test book. This will ensure accurate machine scanning of the barcode portion of the label. Add the label to the test book as close to the test administration as possible. DO NOT place the label on the test book until the tier for each student is verified.

  o If the label is incorrect, return it to the LEP coordinator or designee to determine why the label is incorrect. The demographic pages on the front and back cover of the test book must be completed following the directions in the next section.

  o If the label has been placed on the book in error, mark through the bar code at the bottom of the label with a heavy black marker and mark an “X” through the printed demographic information above the bar code (as shown in the following picture). Then complete the demographic pages on the front and back cover of the test book, following the directions in the next section.
Note: No student should be given a test book with another student's Pre-ID label attached unless the label has been voided as shown above.

Changing a piece of information on the Pre-ID label will not change it when the test book is processed. The test books are machine scanned. The machine will only read the bar code portion of the label. The bar code number is associated with all the information already on the label. Marking a label as shown in the following picture below will not change any information.
Directions If No Pre-ID Label (Front Cover)

Instructions for Hand-Entering Information on the Front Cover of the Test Book

Print clearly and fill in boxes completely. School personnel must enter this information. The front and back of the test book must be filled out with a number 2 pencil.

If hand-entering is necessary, start at the left and print one letter of the student’s last name in each box. Completely fill in each corresponding box below the letters, making sure the marks are dark. Repeat this process for the student’s first name and middle initial as it appears in PowerSchool.
Directions If No Pre-ID Label (Back Cover)

Instructions for Hand-Entering Information on the Back Cover of the Test Book

Print clearly and fill in boxes completely. School personnel must enter this information.

When a Pre-ID label is not available for a student and the demographic information is hand-entered on the test book, **not all sections of the back of the test book are to be completed.** If hand-entering is necessary, North Carolina test administrators will hand-enter only the sections of the back cover outlined below:

- District Name
- School Name
- State Name Abbreviation
- Birth Date
- Grade Level
- Gender
- State Student ID Number*
- Do Not Score This Section for This Student (if applicable)
- Entering Required Testing Accommodations for Eligible Students

*The State Student ID Number is the PowerSchool student number.
Below is a sample displaying which sections the test administrator is required to hand-enter on the back cover of the test book if the pre-ID label is not available (damaged or missing). Test administrators will not code information that is marked with an X.
**Entering the District Name**
Start at the left and print the District Name. Print only one letter in each box.

<table>
<thead>
<tr>
<th>DISTRICT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE DISTRICT</td>
</tr>
</tbody>
</table>

**Entering the School Name**
Start at the left and print the School Name. Print only one letter in each box.

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE SCHOOL</td>
</tr>
</tbody>
</table>

**Entering the State Name Abbreviation**
Start at the left and print the two-letter State Name Abbreviation for North Carolina.

<table>
<thead>
<tr>
<th>STATE NAME ABBREVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC</td>
</tr>
</tbody>
</table>

**Entering the Student’s Birth Date**
Start at the top left and print the student’s Birth Date in the blank boxes. For example, if the student’s birth date is March 15, 1998, the test administrator should print **03151998**, (03 for March [MM], 15 for the fifteenth day of March [DD], and 1998 for the four digits of 1998 [YYYY] in the top boxes). Fill in all the boxes with numbers. Completely fill each corresponding box below the numbers, making sure the marks are dark.

<table>
<thead>
<tr>
<th>BIRTH DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>9</td>
</tr>
</tbody>
</table>
**Entering the Student’s Grade Level**
Start at the top left and print the student’s Grade Level in the blank boxes. If the student is in kindergarten, write 00 in the two boxes; first grade, write 01; second grade, write 02, etc. A number must be written in each of the two boxes. Completely fill the corresponding box below each number, making sure the marks are dark.

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
</tr>
<tr>
<td>01</td>
</tr>
<tr>
<td>02</td>
</tr>
<tr>
<td>03</td>
</tr>
<tr>
<td>04</td>
</tr>
<tr>
<td>05</td>
</tr>
<tr>
<td>06</td>
</tr>
<tr>
<td>07</td>
</tr>
<tr>
<td>08</td>
</tr>
<tr>
<td>09</td>
</tr>
</tbody>
</table>

**Entering the Student’s Gender**
Completely fill in the box with an M if the student is male, or with an F if the student is female.

<table>
<thead>
<tr>
<th>GENDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>
**Entering the State Student ID Number**
Start at the top left and print the student’s PowerSchool student number in the blank boxes. **If the PowerSchool student number is less than 15 digits, lead with zeros to fill in the empty boxes.** All boxes must contain a number. Completely fill the corresponding box below each number, making sure the marks are dark.

Example:

<table>
<thead>
<tr>
<th>STATE STUDENT ID NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 0 0 0 0 4 0 0 9 2 3 5 6 5 7</td>
</tr>
</tbody>
</table>

**Entering Information in the Do Not Score this Section for this Student**
Use of the codes in this box indicates a student identified as LEP does not have a score for part or all of the ACCESS for ELLs. The code will provide an explanation as to why information is missing for an LEP student who was reported as enrolled in the school system and is required to be assessed.

When a portion of the test should not be scored for one of the following reasons, fill in the box(es) for the particular domain(s) next to the appropriate reason code. The score for that domain will be suppressed in the data file sent to the state and on all score reports distributed to school systems, resulting in an overall score of “NA.”

Domains: “L” = Listening, “R” = Reading, “W” = Writing, and “S” = Speaking
ABS (Absent) indicates the student was absent for a domain of the test; if so, fill in the appropriate box(es). The ABS code should also be coded for the following reasons:

- Student moved to another school system within North Carolina.
- Student was enrolled during the annual testing window but transferred before the test administration.
- Student moved out of North Carolina.
- Student dropped out of school.
- Student was suspended long-term.
- Student was expelled.
- Student did not return to school, and student location is unknown.

INV (Invalid) indicates that even though a student may have completed some or all of the test items, the testing was not valid and no score should be reported for that domain. For example, this code can be used if a student becomes ill during the test or if a student engages in inappropriate testing practices; if so, fill in the appropriate box(es). Do not use this code for students with disabilities who are unable to complete some or all of the test items because of their disability.

DEC (Declined) Do not use this code. A student cannot opt out of a state assessment.

SPD (Deferred Special Education/504) indicates an IEP team or Section 504 committee determined the student is unable to participate in one or all of the domains of this test; if so, fill in the appropriate box(es). This code also applies to why a response was not provided by the student, including the following reasons:

- Student has physical disabilities.
- Student has significant cognitive disabilities.

**Note:** If any of these codes are marked on a test booklet, no score will be included for that domain in the data file sent to the state, nor be included in score reports distributed to the school system. The overall proficiency level is “NA” for these records. NA Scores uploaded from the LEP CFDC into PowerSchool appear as "0" (zero).

**Note:** If any of these boxes are filled in, the test book should be returned with the other test books to be scored behind the School Header Sheet.
Entering Required Testing Accommodations Information for Eligible Students

Students with disabilities who have testing accommodations outlined in an IEP or Section 504 Plan, or students with transitory impairment documentation are eligible to receive these accommodations on the ACCESS for ELLs. Test administrators must complete the North Carolina Review of Accommodations Used During Testing form and keep it locally with the student’s IEP, Section 504 Plan, or transitory impairment documentation. This accommodations form is not scanned or returned with ACCESS for ELLs test materials.

Note: A North Carolina Special Accommodation Form must be filed and approved by the North Carolina Testing Program/Accountability Services Division before testing for any testing accommodations that are not included on the state-approved list of accommodations.

After completing the above instructions, North Carolina school personnel must continue reading and following the directions titled “During the Testing Period” on page 27 of the 2014–15 ACCESS for ELLs District and School Test Administration Manual.

WIDA Consortium Help Desk

Questions regarding the administration and scoring of the ACCESS for ELLs may be directed to the WIDA Help Desk toll free at 1-866-276-7735, 8:00 a.m.–5:00 p.m. CST Monday–Thursday, 8:00 a.m.–4:30 p.m. CST Friday, or by e-mail at help@wida.us. Additional information may be found on the Consortium’s home page at http://www.wida.us/.
Appendices
Appendix A

North Carolina Alternate ACCESS for ELLs

The Alternate ACCESS for ELLs is an assessment of English language proficiency for students in grades 1–12 who are classified as English language learners (ELLs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs® assessment. The No Child Left Behind Act (NCLB; 2001) requires that all students identified as ELLs be assessed annually for English language proficiency, including students who receive special education services. The Individuals with Disabilities Education Act (IDEA; 2004) also mandates that students with disabilities participate in statewide and districtwide assessment programs, including alternate assessments with appropriate accommodations, when it is documented in their IEPs.

Features: The Alternate ACCESS for ELLs is similar to the general ACCESS for ELLs in that it has four assessment domains (i.e., Listening, Reading, Writing, and Speaking). It also has unique features, which include the following:

- The Listening and Reading Sections consist of multiple-choice questions.
- The Writing and Speaking Sections prompt the students for a constructed response.
- Separate test forms are available for each grade-level cluster.
- All sections are adaptive, meaning that the test items are presented until the student reaches his/her performance “ceiling”.
- All test sections are hand scored by the test administrator; each item must be scored before moving on to the next item.
- Students are provided with additional opportunities to demonstrate their English language proficiency through scripted cues in the Listening and Reading Sections and auxiliary questions in the Speaking Section. Modeled tasks are also included in the Writing Section to allow students to observe the test administrator perform the task before students attempt it.
- Other unique features of the test include simplified language, repetition of questions, increased graphic support, larger testing materials, and graphics.

Eligibility Criteria: The Alternate ACCESS for ELLs is designed only for a small population of ELLs with significant cognitive disabilities. To determine student participation in the Alternate ACCESS for ELLs, the following must be met:
• The student has a current IEP.

• The student participates in the general education program through the Extended Content Standards.

• The student has a significant cognitive disability (i.e., exhibits severe and pervasive delays in ALL areas of conceptual, linguistic, and academic development and also in adaptive behavior areas, such as communication, daily living skills, and self-care).

• The student’s prior school year’s ACCESS of ELLs score yielded NA across any and/or all domains or yielded a composite score of less than 2.0 (If scores are 2.0 or above, the student does not qualify for the Alternate ACCESS for ELLs and must continue to take the regular ACCESS for ELLs.)

• If the student does not have ACCESS for ELLs testing for the prior year, the student’s WIDA ACCESS Placement test (W-APT) results must have a proficiency level of 1 in all applicable domains.

IEP Documentation: If a student meets the eligibility criteria for the Alternate ACCESS for ELLs, the student’s IEP must reflect this.

Identification: The Alt ACCESS Report in the Consolidated Federal Data Collection (CFDC) will be available to assist in the identification of eligible students in grades 3 through 12 in each LEA who meet the eligibility criteria. Report data is based on the LEP data contained within the CFDC and Exceptional Children (EC) data from the Comprehensive Exceptional Children Accountability System (CECAS). The Alt ACCESS Report information will be available during the October Headcount window.

Training: Information on training options will be sent to the Local Testing Coordinators and ESL Coordinators. Qualifications for test administrators are the same as those listed in this document.

Test Materials: The Division of Accountability Services will provide instructions on the ordering of the Alternate ACCESS for ELLs test materials.

Scoring: The current design and scoring rubric of the Alternate ACCESS for ELLs allows for a maximum composite score of 2.0. While this scoring range does not meet the minimum score for exiting from Limited English Proficiency eligibility, it does offer this small population of students the opportunity to show growth in learning the English language. The WIDA Consortium will continue to refine and improve this instrument so that proficiency scores may be derived in the future.

Additional information on the Alternate ACCESS for ELLs, as well as sample items, can be found at http://www.wida.us/assessment/alternateaccess.aspx.
Appendix B

Testing Code of Ethics

Introduction
In North Carolina, standardized testing is an integral part of the educational experience of all students. When properly administered and interpreted, test results provide an independent, uniform source of reliable and valid information, which enables:

• **students** to know the extent to which they have mastered expected knowledge and skills and how they compare to others;

• **parents** to know if their children are acquiring the knowledge and skills needed to succeed in a highly competitive job market;

• **teachers** to know if their students have mastered grade-/course-level knowledge and skills in the curriculum and, if not, what weaknesses need to be addressed;

• **community leaders and lawmakers** to know if students in North Carolina schools are improving their performance over time and how the students compare with students from other states or the nation; and

• **citizens** to assess the performance of the public schools.

Testing should be conducted in a fair and ethical manner, which includes:

**Security**
- assuring adequate security of the testing materials before, during, and after testing and during scoring
- assuring student confidentiality

**Preparation**
- teaching the tested curriculum and test-preparation skills
- training staff in appropriate testing practices and procedures
- providing an appropriate atmosphere

**Administration**
- developing a local policy for the implementation of fair and ethical testing practices and for resolving questions concerning those practices
- assuring all students who should be tested are tested
- utilizing tests which are developmentally appropriate
- utilizing tests only for the purposes for which they were designed

**Scoring, Analysis, and Reporting**
- interpreting test results to the appropriate audience
- providing adequate data analyses to guide curriculum implementation and improvement

Standardized test scores are only one of the many indicators of how well the student is achieving. Such information should be used in conjunction with all other available information known about a student to assist in improving student learning. The administration of tests required by applicable statutes and the use of student data for personnel/program decisions shall comply with the *Testing Code of Ethics* (SBE policy GCS-A-010), which is printed on the following pages.
Testing Code of Ethics

(a) This Rule sets out the administrative testing procedures and testing code of ethics and shall apply to all public school employees, including charter school and regional school employees, who are involved in the state testing program.

(b) The superintendent/charter school director or superintendent's/charter school director's designee shall develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher.

(c) The superintendent/charter school director or superintendent's/charter school director's designee shall instruct personnel who are responsible for the testing program in testing administration procedures. This instruction shall include test administrations that require testing accommodations and shall emphasize the need to follow the directions outlined by the test publisher.

(d) The superintendent/charter school director or superintendent's/charter school director's designee shall designate the personnel who are authorized to have access to secure test materials. “Access” to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items.

   (1) Persons who have access to secure test materials shall not use those materials for personal gain.

   (2) No person may copy, reproduce, or paraphrase in any manner or for any reason the test materials without the express written consent of the test publisher.

(e) The principal shall ensure test security within the school building.

   (1) The principal shall store test materials in a secure, locked facility. The principal shall allow test materials to be distributed immediately before the test administration.

(f) Any breach of security, loss of materials, failure to account for materials, or any other deviation from required security procedures shall be reported immediately to the principal, school test coordinator, school system (LEA) test coordinator, superintendent/charter school director, and regional accountability coordinator.

(g) Preparation for testing.

   (1) The superintendent/charter school director shall ensure that school system (LEA) test coordinators:

      (A) secure necessary materials;

      (B) plan and implement training for school test coordinators, test administrators, and proctors;

      (C) ensure each school test coordinator and test administrator is trained before each test administration on the policies and procedures for conducting a proper test administration and for processing and returning test materials; and

      (D) in conjunction with program administrators, ensure the need for test accommodations is documented and that accommodations are limited to the specific need.

   (2) The principal or the principal's designee shall serve as school test coordinator.
(3) The principal shall ensure the school test coordinator:
   (A) maintains test security and accountability of test materials;
       (1) Before each test administration, the school test coordinator
           shall accurately count and distribute test materials.
       (2) Immediately after each test administration, the school test
           coordinator shall collect, count, and return all test materials to
           the secure, locked storage facility.
   (B) establishes any needed school policies and procedures to assure all
       eligible students are tested fairly;
   (C) identifies and trains personnel, proctors, and backup personnel for
       test administrations; and
   (D) encourages a positive atmosphere for testing.

(4) Test administrators shall be school personnel who have professional training
    in education and the state testing program.

(5) Teachers shall provide instruction that meets or exceeds the state-adopted
    curriculum standards to meet the needs of the specific students in the class.
    Teachers may help students improve test-taking skills by:
    (A) helping students become familiar with test formats using curricular
        content;
    (B) teaching students test-taking strategies and providing practice
        sessions;
    (C) helping students learn ways of preparing to take tests; and
    (D) using resource materials such as test questions from test item banks
        and linking documents in instruction and test preparation.

(h) Test administration.

(1) The superintendent/charter school director or superintendent's/charter school
    director's designee shall:
    (A) assure each school establishes procedures to ensure all test
        administrators comply with test publisher guidelines;
    (B) inform the local board of education of any breach of this code of
        ethics; and
    (C) inform school system (LEA) test coordinators and principals of their
        responsibilities.

(2) The school test coordinator shall:
    (A) assure school personnel know the content of state and local testing
        policies;
    (B) implement the school system and local testing policies and
        procedures to assure all eligible students are tested fairly;
    (C) ensure trained proctors are assigned to test administrations by the
        principal; and
    (D) ensure all testing irregularities are reported to the school system
        (LEA) test coordinator.

(3) Test administrators shall:
    (A) administer tests according to the directions in the assessment guide
        and any subsequent updates developed by the test publisher;
    (B) administer tests to all eligible students;
(C) report all testing irregularities to the school test coordinator; and
(D) provide a positive test-taking environment.

(4) Proctors shall serve as additional monitors to help the test administrator assure that testing occurs fairly.

(i) Scoring. The school system test coordinator shall:
   (1) ensure each test is scored according to the procedures and guidelines defined for the test by the test publisher;
   (2) maintain quality control during the entire scoring process, which consists of handling and editing documents, scanning answer documents, and producing electronic files and reports. Quality control shall address at a minimum accuracy and scoring consistency.
   (3) maintain security of tests and data files at all times, including:
       (A) protecting the confidentiality of students at all times when publicizing test results; and
       (B) maintaining test security of answer keys and item-specific scoring rubrics.

(j) Analysis and reporting. Educators shall use test scores appropriately. This means that the educator recognizes that a test score is only one piece of information and must be interpreted together with other scores and indicators. Test data help educators understand educational patterns and practices. The superintendent shall ensure that school personnel analyze and report test data ethically and within the limitations described in this paragraph.
   (1) Educators shall maintain the confidentiality of individual students. Publicizing test scores or any written material containing personally identifiable information from the student’s educational records shall not be disseminated or otherwise made available to the public by any member of the State Board of Education, any employee of the State Board of Education, the State Superintendent of Public Instruction, any employee of the North Carolina Department of Public Instruction, any member of a local board of education, any employee of a local board of education, or any other person, except as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C.§1232g.
   (2) Educators shall release test scores to students, parents, legal guardians, teachers, and the media with interpretive materials as needed.
   (3) Staff development relating to testing must enable school personnel to respond knowledgeably to questions related to testing, including the tests, scores, scoring procedures, and other interpretive materials.
   (4) Items and associated materials on a secure test shall not be in the public domain. Only items that are within the public domain may be used for item analysis.
   (5) Data analysis of test scores for decision-making purposes shall be based upon:
       (A) disaggregation of data based upon student demographics and other collected variables;
       (B) examination of grading practices in relation to test scores; and

48
(C) examination of growth trends and goal summary reports for state-mandated tests.

(k) Unethical testing practices include, but are not limited to, the following practices:
   (1) encouraging students to be absent the day of testing;
   (2) encouraging students not to do their best;
   (3) using secure test items or modified secure test items for instruction;
   (4) changing student responses at any time;
   (5) interpreting, explaining, or paraphrasing the test directions or the test items;
   (6) reclassifying students solely for the purpose of avoiding state testing;
   (7) not testing all eligible students;
   (8) failing to provide required accommodations during testing;
   (9) modifying scoring programs including answer keys, equating files, and lookup tables;
   (10) modifying student records solely for the purpose of raising test scores;
   (11) using a single test score to make individual decisions; and
   (12) misleading the public concerning the results and interpretations of test data.

(l) In the event of a violation of this Rule, the State Board of Education may, in accordance with the contested case provisions of Chapter 150B of the General Statutes, impose any one or more of the following sanctions:
   (1) withhold any applicable monetary incentive awards;
   (2) file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;
   (3) seek criminal prosecution of the person or persons responsible for the violation; and
   (4) in accordance with the provisions of 16 NCAC 6C .0312, suspend or revoke the professional license of the person or persons responsible for the violation.

History Note: Authority G.S. 115C-12(9)c.; 115C-81(b)(4); Eff. November 1, 1997; Amended Eff. August 1, 2000.