

Guidelines for Testing Students Identified as English Learners

North Carolina Testing Program

Published August 2016



The Office of the Deputy State Superintendent
Division of Accountability Services



Copyright © 2016 by the North Carolina Department of Public Instruction. All rights reserved.

Stock No. 15871

In compliance with federal laws, NC Public Schools administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law. Inquiries or complaints should be directed to:

Dr. Rebecca Garland, Deputy State Superintendent
Office of the Deputy State Superintendent
6368 Mail Service Center
Raleigh, NC 27699-6368
Telephone (919) 807-3305; fax (919) 807-4065

Table of Contents

	Page
A. Introduction.....	1
B. English Learner Testing Requirements	2
Students Identified as English Learners (ELs).....	2
Alternate ACCESS for ELLs	2
First Year Exclusion Eligibility	3
Exiting EL Identification and the Comprehensive Objective Composite (COC).....	3
Monitored Former English Learner (MFEL).....	4
Transfer Students	4
C. Responsibilities of LEA/Charter School Test Coordinators and EL Coordinators	6
Document Information.....	6
Joint Responsibility.....	6
Joint Training of Local Staff.....	8
Review of Recommendations	10
D. Procedures for Determining Participation in the Standard Test Administration or Testing with Accommodations.....	11
Notification of Testing.....	11
General Local Procedures	11
Instructional Accommodations	12
North Carolina Testing Program.....	12
Student Participation in the North Carolina Testing Program	12
Special Studies/Field Tests	15
Testing under Standard Conditions.....	15
Procedures for Discussing Testing with Accommodations	15
Guiding Principles for Accommodations.....	15
Accommodations for the National Assessment of Educational Progress (NAEP) at Grades 4, 8, and 12	17
Accommodations for North Carolina-Developed Tests	19
Documentation of Accommodations	20

Precedence for Testing Accommodations Documentation.....	21
Students with Disabilities Also Identified as English Learners.....	21
Changes in Accommodations before Testing	21
More Than One Accommodation	22
Notifying Students about Testing Accommodations	22
Discussing Procedures to Follow When a Student Declines the Use of a Testing Accommodation.....	23
Invalid Test Results.....	24
E. Testing Accommodations for English Learners: Descriptions and Procedures.....	25
Accessibility Features for All Students	26
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator ..	29
Multiple Testing Sessions.....	31
Scheduled Extended Time	36
Testing in a Separate Room	39
Student Reads Test Aloud to Self.....	41
Test Administrator Reads Test Aloud (in English).....	43
Computer Reads Test Aloud—Student Controlled.....	47
F. Monitoring Accommodations	50
Introduction.....	50
Review of Accommodations Used During Testing Form.....	50
Tracking Required Testing Accommodations and Planning for Test Administrations.....	51
Documentation of Accommodations Provided.....	51
Procedures to Follow When Required Testing Accommodations Have Not Been Provided	52
Procedures to Follow When Testing Accommodations Are Provided That Are Not Required.....	52
Appendices.....	53
Appendix A: Review of Accommodations Used During Testing	54
Appendix B: North Carolina State Board of Education Policies Related to EL Students.	55
Appendix C: Testing Code of Ethics	56
Tables	
Table 1: State-Mandated Tests in the North Carolina Testing Program.....	13

A. Introduction

Students whose primary language is not English and who are of limited English proficiency represent a steadily increasing percentage of North Carolina’s school population and are enrolled at all grade levels in communities across the state. This publication contains policy guidelines and procedures for testing students who are identified as English Learners (ELs) in the North Carolina Testing Program.

State and federal laws require that all students participate in the statewide testing program. The local education agency (LEA)/charter school must ensure all students, including those identified as ELs who have the appropriate documentation, (1) participate in the standard administration of a North Carolina test and, if eligible, (2) receive appropriate accommodation(s) during the administration of the test. To ensure test results are valid, all school personnel must follow the appropriate procedures for use of accommodations by English Learners presented in this publication and any published supplements or updates.

EL teams/committees, must review this publication before making decisions about testing accommodations for students identified as an EL who are participating in the North Carolina Testing Program at grades 3–12. Although this publication addresses the testing of students identified as ELs who are part of the regular education program, some students with disabilities are also identified as ELs. Additional information regarding the testing of students with disabilities who are also identified as ELs can be found in the *Testing Students with Disabilities* document at: <http://www.ncpublicschools.org/accountability/policies/tswd/>.

North Carolina LEA personnel, school personnel, parents, and students may duplicate or download the *Guidelines for Testing Students Identified as English Learners* publication for instructional and educational purposes only. Portions of this document may be duplicated and distributed to members of the school-based EL team/committee so that informed decisions for testing students identified as ELs may be made. This publication is located on the North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services website at: <http://www.ncpublicschools.org/accountability/policies/slep/>.

LEA/charter school test coordinators and EL coordinators must train local staff on the material in this document and disseminate any subsequent published supplements or updates to this publication that provide additional information for decision making in testing students identified as ELs.

B. English Learner Testing Requirements

Students Identified as English Learners (ELs)

The WIDA-ACCESS Placement Test, also known as the W-APT™, is the assessment used in North Carolina for initial identification and placement of students identified as ELs. The assessment on the W-APT is based on results of the Home Language Survey (HLS) process (State Board policy GCS-K-000). The HLS process and the identification and subsequent placement of EL students in English as a Second Language (ESL) services are guided at the state level by the NCDPI Curriculum and Instruction Division.

Additional information can be found at <http://eldnces.ncdpi.wikispaces.net/Home+%28ELD%29>.

Once identified as an EL solely from the results of the W-APT, the student is required by state and federal law to be assessed annually with a state-identified English language proficiency test. The test currently used by North Carolina for annual assessment is the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ELLs), or the ACCESS for ELLs 2.0.® Eligible students may participate in the Alternate ACCESS for ELLs® in place of the ACCESS for ELLs 2.0.

Results from these tests for English language proficiency help determine eligibility for state-approved testing accommodations for tests within the North Carolina Testing Program, such as the end-of-grade (EOG) and end-of-course (EOC) assessments.

If a student scores below Level 5.0 Bridging on the reading subtest of the W-APT/ACCESS for ELLs 2.0®, the student is eligible to receive state-approved EL 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 2.0® or exits EL identification, he/she must participate in all state tests without EL accommodations.

A student remains identified as an EL until exit criteria are satisfied.

Alternate ACCESS for ELLs

The Alternate ACCESS for ELLs is an option to the administration of the ACCESS for ELLs 2.0 test to students in grades 1–12 who are classified as ELs and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs 2.0 assessment. The Alternate ACCESS for ELLs is designed for only a small population of ELLs who meet the following eligibility criteria:

- The student has a current IEP.
- The student is instructed using the North Carolina Extended Content Standards in **ALL** assessed content areas (i.e., English Language Arts/Reading, Mathematics, and Science).

- The student has a SIGNIFICANT COGNITIVE DISABILITY
 - The student’s disability significantly impacts adaptive behaviors, defined as those skills which are essential for someone to live and function independently.
 - The student requires extensive and repeated individualized instruction and support to make meaningful gains.
 - The student uses substantially adapted materials and individualized methods of accessing information in alternative ways.
- The student’s ACCESS for ELLs 2.0 scores from the prior school year yielded NA across any 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 2.0.)
- If the student does not have ACCESS for ELLs 2.0 scores from the prior school year, the student’s WIDA ACCESS Placement test (W-APT™) results must have a proficiency level of 1 in all applicable domains.

*First Year
Exclusion
Eligibility*

Per State Board of Education (SBE) policy GCS-C-021, all students identified as ELs must participate in the statewide testing program (i.e., standard test administration or standard test administration with accommodations) with the exception of students identified as ELs who score below Level 4.0 Expanding on the reading subtest of the W-APT™ and are in their first year in United States (U.S.) schools. (For the purpose of this determination, a school in Puerto Rico is not considered a U.S. school.) These students are exempt from being assessed on the Beginning-of-Grade 3 English Language Arts/Reading Test, the EOG English Language Arts/Reading Assessment, the EOC Assessment of English II, or any associated alternate assessments that measure reading comprehension. For purposes of determining participation for English language arts/reading, the annual administration of the ACCESS for ELLs 2.0 reading subtest will be used for the students identified in this section.

*Exiting EL
Identification
and the
Comprehensive
Objective
Composite (COC)*

Results from the annual ACCESS for ELLs 2.0 test are used in determining whether a student may exit EL identification. Students must meet the Comprehensive Objective Composite (COC) set by the state to exit EL status. The COC defines the attainment of English language proficiency by a student reaching an overall composite score of 4.8 or above, with at least a 4.0 on the reading domain and at least a 4.0 on the writing domain for kindergarten and tiers B and C in grades 1–12. The exit criteria for the adaptive online version of the ACCESS for ELLs 2.0 has the same exit criteria as the paper/pencil version, but without tiers.

The establishment of the COC involves identifying the cut point at which English language proficiency no longer affects reading and mathematics performance on the state EOG and EOC tests. This method

comprehensively takes into account the combination of two objective performance factors: the state EOG and EOC English language arts/reading and mathematics tests and the student’s English language proficiency.

Students who exit EL identification are no longer assessed on the English language proficiency test nor are they eligible to receive EL accommodations on state tests.

*Monitored
Former
English
Learner
(MFEL)*

Students who have exited EL identification must be monitored for two years. During these two years, students are referred to as Monitored Former English Learners (MFELs).

If a student meets the COC on the annual assessment, the student exits EL identification effective the next accountability year. For example, if he/she meets the COC in spring 2015, the student remains identified as an EL for the remainder of the 2015–16 school year. For the 2016–17 school year, his/her status would be “Exited EL Identification, Year 1.” For the 2017–18 school year, the status would be “Exited EL Identification, Year 2.”

The following chart outlines the process for students exiting EL criteria:

Student’s State from 2015–16 through 2018–19

Year	EL Identification	ACCESS for ELLs Testing
2015–16	EL	Tested on the ACCESS and met the COC
2016–17	Exited, Year 1	Not tested on the ACCESS
2017–18	Exited, Year 2	Not tested on the ACCESS
2018–19	Exited	Not tested on the ACCESS

*Transfer
Students*

In the event a student identified as an EL transfers within a school system, transfers to another North Carolina school system, or transfers out of North Carolina, the student’s English language proficiency scores must be transferred with the student’s cumulative record to the new school. The school in which the student enrolls has up to thirty (30) calendar days at the beginning of the school year or fourteen (14) calendar days if the student enrolls after the beginning of the school year to obtain scores on the state-identified English language proficiency test used for testing decisions. If scores are sent, the receiving school must use those scores to determine the student’s EL status. If scores are not received, the receiving school must administer the state-identified English language proficiency

test. The results from the most recent administration of the state-identified English language proficiency test will be used for program services, instructional decisions, and eligibility for state testing accommodations. (Scores received from the most recent assessment do not change the student's EL identification.)

C. Responsibilities of LEA/Charter School Test Coordinators and EL Coordinators

There must be communication and collaboration between LEA/charter school test coordinators and EL coordinators to ensure appropriate training and support are offered to all test administrators and related personnel involved in all tests that are part of the North Carolina Testing Program. The LEA/charter school test coordinator and EL coordinator must work collaboratively to provide information to school-based staff regarding policies and procedures for testing students identified as ELs. This information will demonstrate how to appropriately document a student’s participation in the statewide testing program, including whether the student will participate in

1. testing under standard conditions (i.e., without accommodations); or
2. testing with accommodations.

Local personnel must ensure any consequences resulting from the provision and/or use of an accommodation (e.g., procedures that invalidate test results) are explained in totality to parents or guardians and to those students who are 18 or older.

Document Information

LEA/charter school test coordinators and EL coordinators are to distribute copies of this document, which contains SBE policies for testing students identified as ELs, to appropriate school personnel and members of the community so these designated individuals can review them and make informed decisions related to testing ELs.

This publication addresses the testing of students identified as ELs, but for students identified as ELs who also have disabilities, refer to the North Carolina Testing Program’s *Testing Students with Disabilities* document, which is available through the local school system or at <http://www.ncpublicschools.org/accountability/policies/tswd/>.

Joint Responsibility

LEAs should develop a local plan to designate responsibilities for the LEA/charter school test coordinator and EL coordinator that will clearly define roles in the assessment of students identified as ELs. It is the joint responsibility of these coordinators to work collaboratively to ensure the following occur within a reasonable time frame:

1. All school test coordinators, school administrators, teachers, parent(s), guardian(s), and surrogate parent(s) are informed about the
 - a. state testing requirements at each grade level (including the state-identified English language proficiency test and the National Assessment of Educational Progress [NAEP], if applicable); and
 - b. guidelines governing the provision and use of testing accommodations.

2. A local monitoring system is established to ensure that only eligible students identified as ELs with appropriate documentation on current EL plans are provided testing accommodations during the administration of state tests and that all state policies are followed to assure valid test results.
3. The required documentation on the student's EL plan is on file in a secure location in compliance with the North Carolina Testing Program and with all federal requirements.
4. Any special scheduling or other provisions that may be required to accommodate the testing of ELs are arranged.
5. Each school's implementation of state policies is monitored to ensure appropriate procedures are followed during the administration of state tests with accommodations. Appropriate accommodations are provided only to students identified as ELs who meet the eligibility requirements and have a documented need.
6. If a student is not provided a required testing accommodation (i.e., has a documented need) during a test administration, the result may be a misadministration. When a school does not provide a student with a required testing accommodation, (a) the parent/guardian must be notified immediately and (b) a Report of Testing Irregularity available through the Online Testing Irregularity Submission System (OTISS) must be completed. (c) If the parent/guardian signs a statement waiving the right to have the student retested with the required accommodation, the test results from the administration without the accommodation will be used for state and local accountability purposes and student performance placement. This statement waiving the right to retest must be signed before the parent/guardian is informed of the test results. (d) If the parent/guardian signs a statement indicating that the student must be retested with the required accommodation, the superintendent/LEA test coordinator declares a misadministration, and the affected student is administered another secure form of the test with the required accommodation. This statement of consent to retest must be signed before the parent/guardian is informed of the test results.
7. If a student is provided with a testing accommodation that is not required, (i.e., documented) (a) the parent/guardian must be notified immediately, (b) a Report of Testing Irregularity available through the OTISS is to be completed, and (c) an investigation must be conducted to determine if the provision of the accommodation does in fact result in a misadministration. (d) The superintendent/LEA test coordinator declares a misadministration if necessary, and (e) the affected student is administered another secure form of the test without the provision of the accommodation. If, after the investigation, a misadministration is not

declared, the test results from the administration with the undocumented accommodation will be used for state and local accountability purposes and student performance placement.

8. A local system is implemented for (a) notifying parents/guardians and students before the actual test administration date about the approved accommodations the student will be provided during the actual test administration and (b) establishing procedures to use if a student declines to use an approved accommodation(s) during an actual test administration. This information must be documented in the LEA and school testing plans.
9. All appropriate staff receive training on the state-identified language proficiency test.

*Joint Training
of Local Staff*

Early in the school year, school personnel must receive training on how to use accommodations during instruction. Before testing, training sessions on testing ELs must be conducted by the LEA/charter school for

- test administrators,
- proctors,
- ESL teachers, and
- any other appropriate school personnel who serve students identified as ELs on EL teams/committees or who are otherwise involved in administering a state test or providing accommodations during the administration of a state test (with the exception of EL testing accommodations on the state-identified English language proficiency test).

Training related to testing is primarily the responsibility of the LEA/charter school test coordinators. However, EL coordinators and general curriculum specialists are strongly encouraged to participate and assist in developing training for personnel involved in testing students with limited English proficiency. In no case shall a test be administered by an individual who has not participated in training on administering state tests (including the state-identified English language proficiency test) or on the appropriate use of accommodations.

All school system personnel are to be made aware of the following when administering state tests with or without accommodations:

1. A trained proctor should be assigned to every teacher who is administering a state-mandated test regardless of the number of students tested.
2. Every attempt must be made to relieve students' test anxiety.

3. The security of the test must be maintained at all times.

Training on testing ELs is to include:

- information located in the *Guidelines for Testing Students Identified as English Learners* document (this publication) and the *North Carolina Testing Code of Ethics* (located in Appendix C); (The *North Carolina Testing Code of Ethics* includes information about maintaining test security and the sanctions for violations.)
- information about ordering test materials; (The superintendent/charter school director or the superintendent’s designee, usually the LEA/charter school test coordinator, is responsible for ensuring secure test materials are properly ordered.) and
- information about testing accommodations. *Additional information regarding accommodations is located in Sections D and E of this publication.*

To ensure valid test results, training before the administration of each state test must include the review of (a) the standard procedures for administering the tests, (b) the accommodations that have been approved for the student to use with specific tests, and (c) the appropriate use of and procedures for the provision of approved accommodations.

A student may require accommodations for only one test (for example, English language arts/reading or mathematics), or a student may have approval for accommodations for several tests. In addition, a student may have approval for more than one accommodation per test because of his or her individual needs.

If appropriate, a small group of students in the same grade at the same school using the same accommodation (e.g., students using the accommodation *Test Administrator Reads Test Aloud* for a test that does not measure reading comprehension) in one testing site (e.g., classroom) may use the same form (i.e., same form letter and form number) of the test if the accommodation has been approved and documented by the EL team/committee for each student before the test administration. This option pertains only to paper-and-pencil tests, as the online test forms are selected randomly for each student.

Unless the provision or use of the testing accommodation requires special handling, the test administrator must follow standard procedures for processing test materials. Procedures for storing or returning paper-and-pencil test materials used with accommodations are located in each assessment guide.

The test administrator must code all applicable bubbles on the student answer sheet for paper-and-pencil tests or complete the Accommodations Provided page in NCTest for online tests to identify the specific accommodation(s)

provided during the test administration. Coding must be accurate. This information is used for state and federal reporting purposes and for making determinations about the validity of test scores.

When a state test is administered with accommodations, students are to be provided with the following information on an individual basis before the test date:

- identity of the test administrator and/or proctor (For best practices, students should know and have worked with the test administrator and proctor before the test administration.);
- test date, time the test administration is scheduled to begin, and room location; and
- testing accommodations that are to be provided and how the accommodations will be provided.

*Review of
Recommendations*

The EL coordinator, in collaboration with the LEA/charter school test coordinator, is to review the testing accommodations determined by the EL teams/committees. This may include the review of individual student's documented testing accommodations in EL plans/documentation and any available testing accommodations reports from CECAS, PowerSchool, or LEA-/charter school-approved accommodations management systems.

D. Procedures for Determining Participation in the Standard Test Administration or Testing with Accommodations

The following procedures are to be used when determining whether ELs will be administered state tests under standard conditions (i.e., without accommodations) or take them with accommodations.

Notification of Testing

According to SBE policy GCS-A-001, “LEAs shall, at the beginning of each school year, provide information to students and parents or guardians advising them of the district-wide and state-mandated tests that students will be required to take during the school year. In addition, LEAs shall provide information to the students and parents or guardians to advise them of the dates the tests will be administered and how the results from the tests will be used and the consequences thereof. Also, information provided to parents or guardians about the tests shall include whether the SBE or local board of education requires the test. LEAs shall report scores resulting from the administration of district-wide and state-mandated tests to students and parents or guardians along with available score interpretation information within thirty (30) days from the generation of the score at the LEA level or from the receipt of the score and interpretive documentation from the department.”

General Local Procedures

Decisions should be made by the school EL team/committee, and not the individual ESL teacher, to ensure appropriate testing decisions are made for students identified as ELs. The team/committee should meet annually and may consist of the school principal, ESL teacher, regular education teacher, counselor, and parent/guardian. The parent/guardian or teacher may request a meeting of the team/committee if changes need to be made to the student’s accommodations.

Testing decisions for the use of accommodations must be made on a case-by-case basis for the individual student. Addressing one state test at a time enables the team/committee to focus on individual student needs for each test. Parents/guardians who cannot attend this meeting must be notified of the testing accommodations.

All valid test scores will remain in the student’s permanent record and will be used for student placement decisions into language-instruction educational programs designed for ELs and for accountability purposes. Invalid test scores are not to be included in the student’s permanent record or be used for placement decisions or accountability purposes.

In the event the team/committee responsible for making decisions about assessment accommodations encounters procedures not specified in this document, the team/committee is to contact the LEA test coordinator and

the EL coordinator for clarification before documenting a final decision. The LEA test coordinator and EL coordinator can provide the team/committee with information regarding the potential effect of the decision in regard to test validity and test security (e.g., test scheduling) in addition to state and federal mandates.

Note: The SBE determines standards for all North Carolina tests. Individuals responsible for making decisions about testing accommodations for ELs are not permitted to revise the standards established by the SBE in order to meet the unique needs of a student.

*Instructional
Accommodations*

This document focuses on the North Carolina Testing Program and the testing accommodations that may be considered in establishing how a student will equitably participate in the state tests. It is important, however, to also recognize instructional accommodations. EL teams/committees should always give their initial consideration to accommodations used during instruction and classroom assessments. These accommodations should enable the student to access information during instruction and generally are not held to the same restrictions as testing accommodations. A wide array of accommodations may be used during instruction. If there are questions regarding instructional accommodations, the student’s ESL teachers and/or school system EL staff may be of assistance. Once the EL team/committee determines the accommodations needed during instruction and classroom assessments, it should then address state testing. The accommodations for state tests are typically a subset of those needed during instruction.

*North Carolina
Testing Program*

Each school year, the NCDPI Division of Accountability Services/North Carolina Testing Program publishes information regarding the current North Carolina Testing Program. Updated North Carolina Testing Program publications can be obtained by visiting the NCDPI Division of Accountability Services/North Carolina Testing Program website at: <http://www.ncpublicschools.org/accountability/testing/>.

*Student
Participation in
the North
Carolina Testing
Program*

Although the ACCESS for ELLs 2.0 is part of the North Carolina Testing Program, accommodations for this test which are designed for ELs are described in the *WIDA Access for ELLs 2.0 North Carolina Policy and Procedures Guidance for Annual Testing*.

Table 1 provides a list of the state-mandated tests (by grade) administered statewide in the North Carolina Testing Program for the 2016–17 school year. In addition, field tests/special studies may be administered annually in selected subjects and grades.

The team/committee responsible for making decisions about assessment accommodations must be informed about the state testing requirements at each grade level and understand the guidelines governing the provision and use of the testing accommodations.

Table 1. State-Mandated Tests in the North Carolina Testing Program¹

Grades K–2

1. *ACCESS for ELLs 2.0*[®]

Grade 3

1. Beginning-of-Grade 3 English Language Arts/Reading Test
2. North Carolina End-of-Grade (EOG) Assessment of English Language Arts (ELA)/Reading
3. North Carolina EOG Assessment of Mathematics
4. *ACCESS for ELLs 2.0*

Grade 4

1. North Carolina EOG Assessment of ELA/Reading
2. North Carolina EOG Assessment of Mathematics
3. NAEP
4. *ACCESS for ELLs 2.0*
5. North Carolina Final Exams²

Grade 5

1. North Carolina EOG Assessment of ELA/Reading
2. North Carolina EOG Assessment of Mathematics
3. North Carolina EOG Assessment of Science
4. *ACCESS for ELLs 2.0*
5. North Carolina Final Exams²

Grade 6

1. North Carolina EOG Assessment of ELA/Reading
2. North Carolina EOG Assessment of Mathematics
3. *ACCESS for ELLs 2.0*
4. North Carolina Final Exams²

¹Federal and state policies require all eligible students, including students identified as ELs and students with disabilities, be included in the statewide testing program in one of the following categories: standard test administration, standard test administration with accommodations, or state-designated alternate assessment with or without accommodations.

²North Carolina Final Exams are administered at the end of the course (regardless of the grade level in which the course is offered) and the end of the year (grades 4–8). SBE policy GCS-A-016 states that “all eligible students shall participate in the administration of the assessments (standard administrations with or without accommodations).”

Grade 7

1. North Carolina EOG Assessment of ELA/Reading
2. North Carolina EOG Assessment of Mathematics
3. *ACCESS for ELLs 2.0*
4. North Carolina Final Exams²

Grade 8

1. North Carolina EOG Assessment of ELA/Reading
2. North Carolina EOG Assessment of Mathematics
3. North Carolina EOG Assessment of Science
4. NAEP
5. *ACCESS for ELLs 2.0*
6. North Carolina Final Exams²

Grade 9

1. North Carolina End-of-Course (EOC) Assessments³
2. *ACCESS for ELLs 2.0*
3. North Carolina Final Exams²

Grade 10

1. North Carolina EOC Assessments³
2. PreACT
3. *ACCESS for ELLs 2.0*
4. North Carolina Final Exams²

Grade 11

1. North Carolina EOC Assessments³
2. ACT⁴
3. *ACCESS for ELLs 2.0*
4. North Carolina Final Exams²

²North Carolina Final Exams are administered at the end of the course (regardless of the grade level in which the course is offered) and the end of the year (grades 4–8). SBE policy GCS-A-016 states that “all eligible students shall participate in the administration of the assessments (standard administrations with or without accommodations).”

³North Carolina End-of-Course Assessments are administered in three high school courses: English II, NC Math 1, and Biology. SBE policy GCS-C-003 specifies that students who are enrolled for credit in courses in which EOC assessments are required shall take the appropriate EOC assessment at the completion of the course.

⁴There are two accommodations options for the ACT: (1) ACT-Approved accommodations and (2) State-Allowed accommodations. ACT-Approved accommodations are available based upon a documented disability or disorder and the history of the diagnosis. Scores from ACT-Approved accommodations administrations are fully reportable for colleges, scholarships, and other entities. Materials for State-Allowed accommodations, which do not require ACT approval, may be ordered online and utilized during the ACT assessment. The ACT scores from State-Allowed accommodations administrations are not college reportable. Students identified as ELs only (non-disabled) may qualify only for State-Allowed accommodations on the ACT.

Grade 12

1. North Carolina EOC Assessments³
2. ACT WorkKeys⁵
3. NAEP
4. *ACCESS for ELLs 2.0*
5. North Carolina Final Exams²

²North Carolina Final Exams are administered at the end of the course (regardless of the grade level in which the course is offered) and the end of the year (grades 4–8). SBE policy GCS-A-016 states that “all eligible students shall participate in the administration of the assessments (standard administrations with or without accommodations).”

³North Carolina End-of-Course Assessments are administered in three high school courses: English II, NC Math 1, and Biology. SBE policy GCS-C-003 specifies that students who are enrolled for credit in courses in which EOC assessments are required shall take the appropriate EOC assessment at the completion of the course.

⁵Students identified only as ELs (nondisabled) may use a word-to-word foreign language dictionary as an accommodation on the ACT WorkKeys; they are not eligible for other accommodations.

Special Studies/Field Tests

English Learners who are administered a North Carolina-developed field test or special study are to participate (under standard conditions or with accommodations) in the same manner as the current EL plan/documentation supports their participation in the operational version of the test (e.g., a sixth-grade student who is to receive approved accommodations for the operational EOG mathematics test receives the same accommodations for an EOG mathematics field test/special study). Contact the LEA/charter school test coordinator for the annually updated list of the North Carolina-developed field tests/special studies.

Testing under Standard Conditions

When appropriate, ELs should be administered state tests under standard conditions.

Procedures for Discussing Testing with Accommodations

The accommodations to be used during regular classroom instruction and assessments are to be discussed, finalized, and substantiated in the current EL plan/documentation before the discussion and substantiation of accommodations to be used during a state-mandated test administration.

Guiding Principles for Accommodations

The following “Guiding Principles” for accommodations used during state-mandated administrations is located in a document published by the Council of Exceptional Children.¹ EL teams/committees may want to consider these guidelines in making decisions for testing accommodations for EL students.

¹Council for Exceptional Children. (2000). *Making assessment accommodations: A toolkit for educators*. Reston, VA: Council for Exceptional Children, 17–19.

- a) **“Do not make the assumption that all English Learners need testing accommodations.”** Accommodations provided and used in state assessments should be used routinely in instruction and similar classroom assessments.
- b) **“Base accommodations on student need.”** Accommodations must be based on the particular needs of the individual student. Do not base such decisions on educational program placement. While students with the same abilities may tend to need the same or similar kinds of accommodations, this is not a sound basis for making decisions.
- c) **“Be respectful of the student’s cultural and ethnic background.”** When a testing accommodation is being discussed, make sure the student and the student’s family are comfortable with it. Additionally, the student’s ability to access the test from a language perspective must be taken into consideration when making testing decisions.
- d) **“Integrate assessment accommodations into classroom instruction.”** Decisions regarding testing accommodations must be based on those accommodations the student requires to access instruction and similar classroom assessments. Thus, the instructional accommodations decision comes before the testing accommodations decision.
- e) **“Know which accommodations are approved for each assessment.”** Although the ultimate authority for making decisions about which accommodations are appropriate rests with a team of school-based individuals, many states and districts have prepared a list of officially approved accommodations. These lists vary widely from district to district or state to state. Generally, there are different documentation procedures depending on whether the accommodation is or is not found on the state-approved/district-approved list. Practitioners and families should consider the state laws and district policies.
- f) **“Plan early for accommodations.”** Because the need for accommodations should become evident during classroom instruction, the discussion concerning testing accommodations should take place well before the administrations of any assessments for which they are needed.
- g) **“Include students in decision making.”** Whenever possible, the student should be included in deciding whether a testing accommodation is appropriate. The student can often express whether he/she feels there is a need for the accommodation and

whether he/she is willing to use it. It is unlikely the student will use the accommodation if he/she is uncomfortable with it.

- h) **“Understand the purpose of the assessment.”** It is important to know what construct is being tested so the chosen accommodations yield valid results. For instance, use of the *Test Administrator Reads Test Aloud (in English)* accommodation is a valid option for the North Carolina EOG Assessment in Mathematics, but it would invalidate the results from the North Carolina EOG Assessment in English Language Arts/Reading.
- i) **“Request only those accommodations that are truly needed.”** The decision regarding testing accommodations must be based on the individual needs of the student. If the student does not need an accommodation in order to access the test, use of it may overwhelm or distract the student. For instance, if a student is provided the *Test Administrator Reads Test Aloud (in English)* accommodation but does not need it in order to access the test, the distraction of someone reading the test may outweigh any benefits.
- j) **“Determine if the selected accommodation requires another accommodation.”** There are some accommodations, such as the *Test Administrator Reads Test Aloud (in English)*, that require the student to also receive a special test environment accommodation.
- k) **“Provide practice opportunities for the student.”** All students should have opportunities to practice sample questions in the same format that they will experience on the test. Practice opportunities may demonstrate that a specific testing accommodation is unnecessary for a student.
- l) **“Remember that accommodations in test-taking won’t necessarily eliminate frustration for the student.”** Testing accommodations are not meant to provide a student with an unfair advantage, but rather an opportunity to demonstrate what he/she can do. Therefore, the use of testing accommodations does not guarantee a proficient score for the student or a reduction in test anxiety or other emotions caused by the testing situation.

Accommodations for the National Assessment of Educational Progress (NAEP) at Grades 4, 8, and 12

Background Information about the National Assessment of Educational Progress (NAEP). The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what America’s students know and can do in various subject areas. The NAEP has two types of assessments, main and long-term trend. Main assessments are conducted in a range of subjects with fourth-, eighth-, and twelfth-graders across the country. Assessments are given most frequently in mathematics,

reading, science, and writing. Other subjects, such as the arts, civics, economics, geography, and U.S. history, are assessed periodically.

Long-term trend (LTT) assessments measure student performance in reading and mathematics, using some questions repeatedly to ensure comparability across the years. The LTT assessments allow the performance of today's students to be compared with those from more than 40 years ago and inform the development of new assessment instruments that reflect current educational content and assessment methodology. The LTT assessments are administered every four years.

Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and select urban districts. The assessments stay essentially the same from year to year, with only carefully documented changes. This uniformity permits the NAEP to provide a clear picture of student academic progress over time.

For each main NAEP administration, a sample of students is drawn from both public and nonpublic schools at grades 4, 8, and 12. (*ESSA* requires reading and mathematics assessments at grade 12 on a nationally representative basis at a minimum of every four years.) For each LTT assessment, a sample of students at ages 9, 13, and 17 is drawn from both public and nonpublic schools. All sampling for the NAEP assessments is conducted at the national level. The sample of schools and students is chosen in a two-stage sampling process. First, the sample of schools is selected by probability sampling methods. Then, within the participating schools, random samples of students are chosen.

The NAEP test results include data on subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., all fourth-graders) and groups within those populations (e.g., female students, Hispanic students). The NAEP does not provide scores for individual students or schools, although states can report NAEP results for selected, large urban districts. NAEP results are based on representative samples of students at grades 4, 8, and 12 for the main assessments or samples of students at ages 9, 13, or 17 years for the long-term trend assessments. These grades and ages were selected because they represent critical junctures in academic achievement.

To ensure the data have integrity and are complete, every effort must be made to include each selected student in the NAEP assessments. The NCDPI recommends EL teams document the accommodation(s) to be used during the administration of the NAEP in the event the student is part of the NAEP sample. Participation is required for students who can access the assessment; there are no consequences for students or schools based on student

performance. Planning ahead allows ELs to use accommodations approved by the test publisher during the administration of a NAEP test. Contact the school NAEP coordinator for the most recent list of approved accommodations designated by NAEP.

If the team determines, after consulting with the school testing coordinator and the EL team, that a student cannot access the NAEP, a student may be excluded from participating in the administration of the NAEP. Before excluding a student based on an accommodation need, the school test coordinator is to send an e-mail to the NC NAEP State Coordinator at Andrea.Faulkner@dpi.nc.gov. The e-mail should include the school name and contact information along with a summary of the student's accommodation needs. Confidential student-identifying information should not be included in the e-mail. The NAEP State Coordinator will review the e-mail and respond with a follow-up e-mail or phone call to include comprehensive guidance.

The NCDPI is committed to including as many students as possible in NAEP. The NAEP results for North Carolina should represent the entire student population. The EL team should consider ways to offer accommodations for students to enable participation in NAEP, and every effort should be made to identify an accommodation that will facilitate students' participation in NAEP. NAEP reports only showcase results at the state level; there are no high-stake consequences for individual students or schools.

*Accommodations
for North
Carolina-
Developed Tests*

Each member of the school-based EL team/committee is to have access to the accommodation information located in *Section E, Testing Accommodations for English Learners: Descriptions and Procedures*, at the team meeting so specific procedures for a test administration can be discussed, determined, and documented. The team/committee is to discuss specific procedures located in *Section D* before any final decision so as to avoid anomalies and misadministrations. The team/committee has the responsibility of specifying, to the greatest degree possible, how the accommodation is to be provided during testing. For example, the team/committee is to address (a) the number of sessions needed when using the *Multiple Testing Sessions* accommodation, (b) the approximate amount of extra time to be given when providing the *Scheduled Extended Time* accommodation, and (c) whether the test administrator reads aloud all words or only words requested by the student when providing the *Test Administrator Reads Test Aloud* accommodation for tests that do not measure reading comprehension. *Section D* should guide the LEA/charter school test coordinator and the test administrator in providing accommodations to students during the actual test administration.

The following accommodations approved for use by the NCDPI Division of Accountability Services/North Carolina Testing Program will result in valid test scores for North Carolina-developed tests:

- *Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator*
- *Multiple Testing Sessions*
- *Scheduled Extended Time*
- *Testing in a Separate Room*
- *Student Reads Test Aloud to Self*
- *Test Administrator Reads Test Aloud (in English)* (Use of this accommodation during the administration of a state test that measures reading comprehension invalidates the results from the test.)
- *Computer Reads Test Aloud—Student Controlled* (Use of this accommodation during the administration of a state test that measures reading comprehension invalidates the results from the test.)

Note: Tests in the North Carolina Testing Program that measure reading comprehension include the (a) Beginning-of-Grade 3 English Language Arts/Reading Test; (b) the EOG English Language Arts/Reading Assessments; (c) the EOC English II assessment; and (d) the English I, English III, and English IV NCFEs.

Documentation of Accommodations If the EL team/committee determines testing with accommodations is appropriate, documentation must substantiate this in the student’s current EL plan/documentation. Moreover, the documented accommodations must be used routinely during (a) classroom instruction and (b) similar classroom assessments that measure the same construct. **If a student does not have at least thirty (30) school days before the test date to use the accommodation, then its use cannot be considered “routinely used” during instruction or similar classroom assessments.**

LEAs must ensure the language recorded in their testing accommodation documentation (e.g., EL plans/documentation) aligns with state-approved language, regardless of the type of plan or documentation under which a student requires a testing accommodation. The state-approved language must be used to document both the testing accommodations and the guidelines for providing them. Because some accommodations require details as to how the accommodation must be provided (e.g., the amount of *Scheduled Extended Time*), it is also essential that accommodations documentation include designated areas to record the required details of how to provide these accommodations.

The NCDPI has provided optional Testing Accommodations Charts to assist in maintaining alignment and consistency in accommodations documentation. For example, an EL team/committee could complete the EL Testing Accommodations Chart and include it in the EL plan/documentation

as substantiation for testing accommodations. These charts are available at <http://www.ncpublicschools.org/accountability/policies/accom>.

Precedence for Testing Accommodations Documentation To meet the needs of the whole child and ensure a complete record of testing accommodations that addresses all of a student’s needs, the NCDPI has established the following order of precedence for testing-accommodations documentation:

1. IEP
2. Section 504 Plan
3. EL plan/documentation
4. Transitory impairment documentation

For example, for a student with an IEP who is also identified as an EL, all testing accommodations must be documented in the student’s IEP (including those related to the student’s English learning needs). Using the IEP to document all of the student’s testing accommodations does not diminish the importance of the accommodations based on the student’s various identifications, but rather encourages child-centered, results-oriented decision making. In order to implement the documentation in the best interest of the student, the appropriate team members must be present at meetings where accommodations decisions are made.

Students with Disabilities Also Identified as English Learners Students with disabilities who are also identified as ELs are eligible for all of the state-approved testing accommodations for students with disabilities. These students are also eligible for the state-approved testing accommodations for ELs if they meet specific criteria as outlined in SBE policy GCS-A-011. All of the EL testing accommodations overlap with those approved for students with disabilities, with the exception of the *Word-to-Word Bilingual Dictionary/Electronic Translator* accommodation.

For a student with a disability who is also identified as an EL, the student’s IEP or Section 504 Plan must document all testing accommodations, including those related to the student’s limited English proficiency. The testing accommodations related to the English proficiency needs of these students should also be indicated in their EL plan/documentation along with the other pertinent information required within the plan.

Additional information regarding the testing of students with disabilities who are also identified as ELs can be found in the *Testing Students with Disabilities* document at: <http://www.ncpublicschools.org/accountability/policies/tswd/>.

Changes in Accommodations before Testing In order for a student identified as an EL to be eligible to receive a testing accommodation, it must be documented in his/her EL plan/documentation, and the accommodation must be used routinely during instruction and

similar classroom assessments. Instructional accommodations can and should be used/changed as appropriate in order to meet the needs of the student; however, to allow sufficient time for the testing accommodations to be considered “routinely used,” additions/changes should not be made to the testing accommodations in the EL plan/documentation just before testing unless the student’s eligibility status has changed (e.g., the student exits EL identification). This policy ensures the student has experience using the accommodations during instruction and similar classroom assessments before testing.

If a student does not have at least thirty (30) school days before the test date to use the accommodation, then its use cannot be considered “routinely used” during instruction or similar classroom assessments. The use of testing accommodations that have not been used routinely during instruction or similar classroom assessments may result in a misadministration and invalid test scores.

More Than One Accommodation A student may have approval for more than one testing accommodation because of his or her individual needs.

Notifying Students about Testing Accommodations Notifying students before the actual test administration date about the accommodations they will be provided allows students to know what to expect in advance of testing. For example, if a student will be provided the *Test Administrator Reads Test Aloud (in English)* accommodation during the administration of a mathematics test, the EL team/committee may have agreed and documented that the test administrator is only to read aloud upon student request. On the other hand, the team/committee may have specified that the test administrator is to read all words aloud to the student. Knowing such details beforehand assists the student in preparing for the test administration.

Notifying the student ahead of time gives school personnel the opportunity to address any student concerns before the actual test administration date. For example, when the student is notified about the accommodation before the test date, he/she may state that he or she does not want to use the accommodation documented on the EL plan/documentation. This prior knowledge allows the school time to work with the student, parent/guardian, and the EL team/ committee to resolve the issue beforehand.

Note: Accommodations documented on the EL plan/documentation must be provided during the test administration regardless of whether a student wants to use them.

*Discussing
Procedures to
Follow When a
Student Declines
the Use of a
Testing
Accommodation*

Once the EL team/committee determines which accommodation(s) the student will be provided during the test administration, the procedures to be followed in the event the student declines to use the accommodation(s) during the actual test administration must be discussed. This discussion must be documented in the current EL plan/documentation. Every effort must be made to ensure EL plan/documentation requirements are followed, including the use of accommodation(s) when documented in the current EL plan/documentation.

Step 1. At the annual review of the EL plan/documentation, the EL team/committee determines and documents the testing accommodations for which a student demonstrates need. Before the test administration date, the student will be notified of which accommodation(s) he or she will be provided during the actual test administration. Documentation of notification should be maintained at the school. The student will also be reminded of the accommodation(s) on the day of testing before the actual test administration. (The team/committee must discuss the procedures to be followed in the event the student declines the use of the accommodation(s) during the actual test administration.) Steps 2–5 below may be unnecessary during the actual test administration if the student uses the documented accommodation(s).

Step 2. On the day of the test administration, it is the school’s responsibility to ensure all documented accommodations are provided to a student. If the student declines the use of an accommodation, his/her decision is discussed thoroughly with him/her to ensure he or she understands the reasons for the accommodation(s) and the potential consequences of not using them. This can be handled by the test administrator, principal, or principal’s designee. If the student agrees to use the accommodation(s), the testing session continues.

Step 3. If the student continues to decline the use of the accommodation(s), the test is administered without the accommodation(s). The incident must be reported immediately to the school test coordinator to allow any needed changes to the student’s testing time and location. Documentation is made on the state accommodations monitoring form (i.e., *Review of Accommodations Used During Testing*) indicating the student did not use the accommodation(s). The school test coordinator will notify the EL contact and the LEA test coordinator at the conclusion of testing.

Step 4. Immediately upon completion of testing, on the same day, the parent/guardian is notified by telephone with a follow-up in writing that the accommodation was provided/attempted at the start of the test administration, but the student declined the use of the accommodation. Telephone and written follow-up are to be completed by the student’s EL contact, who manages the development of EL plan/documentation.

Step 5. If the parent/guardian wishes to have the student retested, then this must be documented in writing with the parent's/guardian's signature. This documentation must be completed before the parent/guardian knows the test results. A Report of Testing Irregularity must be completed in the OTISS, and the student must be retested using another secure form of the test.

Step 6. The EL team/committee reconvenes to readdress the recommendations for accommodation(s) and the student's concerns. The EL team/committee may elect to invite the student to attend the meeting. The *Review of Accommodations Used During Testing* form (see Appendix A) completed during the test administration should be reviewed at this meeting to inform testing accommodations decisions.

*Invalid Test
Results*

Invalid test results must not be included in the student's permanent record or be used for placement decisions or accountability purposes.

E. Testing Accommodations for English Learners: Descriptions and Procedures

Accommodations designated for state-mandated tests should be consistent with accommodations used routinely during classroom instruction and similar classroom assessments. It is vital for ELs to receive accommodations on state-mandated tests that allow them to demonstrate their true abilities; however, students must not receive unnecessary, inappropriate, or unfamiliar accommodations.

Accommodations must be assigned selectively and thoughtfully, according to individual student needs and EL team/committee input. The team/committee of school-based individuals who make testing accommodations decisions for ELs should take the following specific student background characteristics into consideration when determining accommodations:

- the student’s current level of English proficiency
- the level of previous schooling in the student’s home language
- the amount of schooling and instruction the student has received in U.S. schools

Accommodations decision-making teams/committees for individual students are to select, for each assessment, only those accommodations that do not invalidate the test score.

Accommodations that alter the construct of the test, interfere with the measurement of the construct, or provide inappropriate assistance to the student within the context of the test also invalidate the results of the test. Moreover, provision of accommodations for North Carolina tests that are not specified in this publication may invalidate the results of a given test.

The information contained on the following pages includes accessibility features that are available to all students and the state-approved testing accommodations and appropriate administrative procedures for typical accommodations accessed by students who are solely identified as English Learners. These accommodations may be utilized during the administration of state-mandated tests in the North Carolina Testing Program at grades 3–12.

North Carolina testing personnel must refer to the *WIDA[®] ACCESS for ELLs 2.0 North Carolina Policy and Procedures Guidance for Annual Testing* for information regarding specific policy and guidance on the state-approved test administration procedures and accommodations for the W-APT[®] and ACCESS for ELLs 2.0 assessments.

Accessibility Features for All Students

Accessibility features are available for all students taking North Carolina-developed assessments and are provided at the local level or as a part of the online testing platform. For vendor-based assessments, follow the accessibility guidelines provided by the vendor.

Note: Not all North Carolina-developed assessments are offered online.

Description Accessibility features are accessibility supports that are provided at the local level and are available to **all** students as they access instructional or assessment content. The use of any of these accessibility features can be considered a part of a standard test administration. In order to be used during an assessment, students must have experience using the accessibility features regularly in classroom instruction and with similar classroom assessments. They must not be introduced for the first time during state assessments.

Accessibility Features Accessibility features may be embedded in an online assessment or provided by the test administrator. The following accessibility features are approved by the North Carolina Testing Program for use by **all** students.

Online Administrations	Paper-and-Pencil Administrations
Highlighter Tool	Highlighters
	Reading Tracker <ul style="list-style-type: none"> • A tracking tool guides the student’s eyes while reading text. • The reading tracker must be blank/empty on both sides for test administrations.
Color Contrast <ul style="list-style-type: none"> • Tool that changes background color to provide higher contrast on a computer screen. • The required Online Assessment Tutorial is used to determine a student’s preferred alternate background color. • Options for color contrast are black background with yellow font or a background of yellow, green, or gray with black font. • This tool must be preselected in the student interface questions (SIQ) on NC Test in order to be available at the time of testing. 	Color Acetate Overlays <ul style="list-style-type: none"> • A color acetate overlay can change background color to provide the student with higher contrast. • A student may use only <u>one</u> color overlay for testing.

<p>Adapted Mouse</p> <ul style="list-style-type: none"> • Before testing, test administrators must ensure that any adapted mouse meets the requirements of the NC Testing Program. 	
<p>Adapted Pencil</p> <ul style="list-style-type: none"> • Larger diameter • Modified special grip for a No. 2 pencil • Mechanical No. 2 pencil 	
<p>Preferential Seating within the Regular Classroom</p> <ul style="list-style-type: none"> • Preferential seating within the regular classroom (i.e., not in a separate setting) may be used for students for the administration of all tests within the North Carolina Testing Program. • Preferential seating may be appropriate for students who have difficulty maintaining attention in a group setting, students who use specialized equipment that may be distracting to others, or students with visual impairments who may need special lighting or to sit closer to the front of the room. • Preferential seating must be used routinely during classroom instruction and similar classroom assessments. • All preferential seating must be positioned in such a way that no student is able to see another student’s test documents. 	
<p>Adaptive Seating</p> <ul style="list-style-type: none"> • Adaptive seating must be consistent with the seating used routinely during classroom instruction and similar classroom assessments. • Adaptive seating may include, but is not limited to, round tables, standing desks, stability/yoga balls, working on the floor with a clip board, sitting on a couch, or sitting on a floor mat at a table. • All adaptive seating must be positioned in such a way that no student is able to see another student’s test documents. • All rooms with adaptive seating designated for testing (including those to which students may be relocated), <i>must</i> be approved by the RAC before testing can occur. 	
<p>Read Aloud Test Directions</p> <ul style="list-style-type: none"> • Test administrators can read test directions aloud to students as many times as necessary for students to understand the directions. • Test administrators must not omit, revise, interpret, explain, or paraphrase the test directions. Test directions must be read aloud to students as written in the assessment guides. 	
<p>Redirection</p> <ul style="list-style-type: none"> • Test administrators may use proximal clues used routinely in classroom instruction, such as a light tap or gesture, to help maintain student engagement and/or redirect a student’s attention to the test. • Test administrators must be sure that redirection is not used in such a way to reflect whether a student has provided correct or incorrect responses to test items. • Redirection must be provided in a consistent manner and must not interfere with the standardization of the test administration. 	

*Considerations and
Instructions for
Accessibility Features*

Educators must use caution when determining the use of accessibility features as the use of one or more than one may overwhelm or distract particular students. Educators should also consider the needs of the entire class/group being tested to ensure that accessibility features used by one student will not interfere with the testing experience of any other student in the room. Accessibility features must be used routinely during classroom instruction and similar classroom assessments. As noted in each assessment guide, all accessibility features must be provided before beginning the testing session.

*Questions for
Educators*

Educators may wish to address the following questions when determining if any accessibility features are appropriate for a particular student:

1. Does the student use the accessibility feature(s) routinely during classroom instruction and on similar classroom assessments?
2. Is there a noticeable difference in student engagement when the accessibility feature(s) are used vs. not used by the student?
3. If a particular accessibility feature is used, are other students accustomed to its use or will it interfere with other students' testing experiences?

Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator

Because of their level of language proficiency, some ELs use a word-to-word English/native language dictionary or a word-to-word English/native language electronic translator during classroom instruction and tests. This accommodation is allowed for all North Carolina-developed tests. **It is not approved for the state mandated W-APT/ACCESS for ELLs 2.0 English proficiency tests.**

Note: For the ACT, the use of a word-to-word bilingual (English/native language) dictionary/electronic translator is a State-Allowed-only accommodation for ELs. State-Allowed accommodations result in ACT scores that are not college reportable.

Description

Word-to-word English/native language dictionaries or English/native language electronic translators may be used to assist ELs in translating an unknown word. As with all accommodations for North Carolina tests, (1) the use must be documented in the current EL plan/documentation and (2) the accommodation must be used routinely during instruction and similar classroom assessments.

An English/native language dictionary or an English/native language electronic translator may be used during state-mandated testing, provided the following requirements have been met:

1. The dictionary or translator is a **word-to-word** or **word-to-phrase** English/native language dictionary or electronic translator that **does not** contain definitions. Word-to-phrase means that the English word may translate into a group of words in the student's native language.
2. The dictionary may not contain diagrams, written notes, formulas, etc.
3. The dictionary must be a published document, not a teacher-made or student-made dictionary.
4. The dictionary or electronic translator must be checked and approved by designated personnel in the school system before testing to ensure that requirements 1–3 are met. Note: Any dictionary or translator that is questionable can be submitted to the NCDPI through the RAC for clearance before use in the school or district. The NCDPI will review any materials a local education agency or charter school submits. **Use of a dictionary or electronic translator that is not approved is a testing irregularity and may result in a misadministration.**
5. The checked and approved dictionary or electronic translator must be provided to students during the time of state testing.

The NCDPI does not compile a recommended list of dictionaries/electronic translators to be used for this testing accommodation.

It is recommended that students be able to read and write in their native language in order to have access to this accommodation.

*Considerations and
Instructions*

This accommodation may be appropriate for students at any level of English reading proficiency, although the student must use the accommodation on a regular basis and have been taught how to use the dictionary to clarify the meaning of key words, which requires practice and teacher support.

Note: Because of its limited database, the electronic translator may give inappropriate language-to-language translations.

As the purpose of providing a word-to-word English/native language dictionary/electronic translator is to decrease the language barrier, it is inappropriate to also provide a regular English dictionary, which includes definitions and may provide students with an advantage. Moreover, English dictionaries do not provide translations. Use of one during state-mandated testing results in a misadministration.

Multiple Testing Sessions

The *Multiple Testing Sessions* accommodation is approved for all North Carolina-developed tests. The use of testing accommodations should be consistent with those accommodations used routinely during instruction and classroom tests.

This accommodation is recommended for ELs who have difficulty concentrating for long periods of time because of their level of English language proficiency or have anxiety about testing in English or rely heavily on the *Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator* accommodation.

Description

The *Multiple Testing Sessions* accommodation allows the total test administration time to be divided into minisessions as determined by the individual needs of the student. As with all accommodations for North Carolina tests, (1) the use must be documented in the current EL plan/documentation, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Considerations and Instructions

Scheduling for Only One Test Administration. For students who are required to take only one assessment (e.g., biology EOC) during a designated testing window, the multiple testing sessions must begin on the same day as the general test administration but may continue beyond the school's schedule for the regular test administration if the EL plan/documentation designates that sessions are to stretch across multiple days.

Scheduling for More Than One Test Administration. For students who are required to take more than one assessment (e.g., EOG ELA/reading and mathematics) during a designated testing window, the multiple testing sessions for the first assessment must begin on the same day as the general assessment but may continue beyond the school's schedule for the regular test administration if the EL plan/documentation designates the sessions are to stretch across multiple days. If the student requires additional days to finish the first assessment, the student can continue to work on consecutive school days until the assessment is completed. Once the assessment is completed, the multiple testing sessions can begin for the next assessment. For example, if the student begins mathematics on Day 1 and needs additional days to complete the test, he/she can continue working on the mathematics test on Day 2. If the student completes the mathematics test on Day 2, the student can begin the ELA/reading test on Day 3.

Please note that every effort must be made to complete the test administration as close to the school's test schedule as possible in order to maintain test

security. Additionally, students must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.

End-of-Grade (EOG) Tests. When scheduling multiple testing sessions for the EOG tests, the school and/or LEA should consider scheduling the mathematics test first, followed by the ELA/reading test because most students who use the *Multiple Testing Sessions* accommodation over multiple days use it on tests that measure reading comprehension. In this way, those who do not need additional days to complete the mathematics test can begin the ELA/reading test on the same day as the general test administration.

Specific Procedures during the Test Administration and the Role of EL Team/Committee. There are several ways in which this accommodation may be provided. The EL team/committee makes the determination and documents the specifics in the EL plan/documentation before the test administration. The decision must be based on the individual needs of the student. For example, it may be appropriate for the student

1. to begin the test on the same day as the general administration and complete the test on a consecutive school day(s);
2. to begin the test on the same day as the general administration and complete the test on a makeup day;
3. to test for a specified time period (e.g., 15 minutes), then take a break (e.g., five minutes), and then test again for a specified time period, etc.;
4. to complete a predetermined number of test items (e.g., 10 items), then take a break (e.g., three minutes), and then complete the next predetermined set of test items, etc.; and/or
5. to use the *Testing in a Separate Room* accommodation so as not to disturb other students.

Information from the student's EL plan/documentation regarding specific procedures for the provision of the *Multiple Testing Sessions* accommodation must be available for the test administrator on the day of testing.

When reading the instructions for the regular test administration from the assessment guide, the test administrator must omit any information regarding time limits. Otherwise, the standard instructions located in the guide must be followed.

If the student requires additional time beyond the total time designated in the assessment guide, the EL team/committee should consider the provision of the *Scheduled Extended Time* accommodation. If the student is not also provided the *Scheduled Extended Time* accommodation, he/she is expected

to complete the test within the total test administration time designated in the assessment guide. For the *Multiple Testing Sessions* accommodation, this total test administration time is divided into minisessions based on the decision and documentation of the EL team/committee.

Students with the *Multiple Testing Sessions* accommodation whose testing breaks differ from those designated in the assessment guide must also be provided the *Testing in a Separate Room* (one-on-one or small group) accommodation. Consideration must be taken so that only students with the same *Multiple Testing Sessions* comprise the small groups using *Testing in a Separate Room* (small group) accommodation.

Maintaining Test Security During Breaks. In cases in which a student takes an extended break from testing in the same day, such as lunch or five-minute breaks between scheduled mini sessions, and does not have the opportunity to communicate with others or to access any electronic devices (e.g., computers, cell phones), the student can go back to previously attempted questions following the breaks.

However, if a student has the opportunity to communicate with others or to access any electronic devices during breaks in the same day **or** continues the test on a subsequent day, then the student cannot go back to previously attempted questions following the breaks and his or her test book must be paper clipped before the breaks. In these instances the test administrator must

- alert students when they have five minutes remaining before the break.
- paper clip students' test books so they cannot return to previously attempted questions. Pages that contain reading selections students will need access to must not be paper clipped; therefore, students must complete the reading selection they are working on and the selection's questions before the break or going to lunch.
- inform students of this policy and instruct students that they must not discuss specific test questions or information contained within the test with others after they leave the room for breaks/lunch.
- For online administrations, students will have access to previously completed items when they return from their break. Test administrators must monitor online students carefully to ensure they do not return to previous items.

For the EOG and EOC mathematics tests, students may not go back and work on calculator inactive items if they received their calculator and were working on the calculator active items at the time of the break/lunch. Students may only check items that were already completed in the calculator active portion of the test.

North Carolina Online Tests. Students who will be provided the *Multiple Testing Sessions* accommodation during an online test administration must

have this option enabled through the student interface questions (SIQ), which are to be reviewed and possibly edited in NC Education before the day of the test.

During all breaks, the PAUSE button must be clicked to prevent the online test items from being visible on the computer monitor. Each time the PAUSE button is clicked, the student has sixty (60) minutes to continue the assessment. If the break is longer than sixty (60) minutes, or if the student has completed testing for the day, the test administrator must close NCTest by clicking the EXIT button on the Review or Pause page. The student's responses to test items will be saved. The test administrator must log back into NCTest and launch the test again to allow the student to continue working on the assessment during the next scheduled test session.

On subsequent test days, the test administrator should navigate to where the student stopped on the previous test day. This should be done before the student enters the room, and the PAUSE button should be activated. The test administrator will need to closely monitor to make sure the student does not go back to a previous day's items. The student must also be given ample warning that testing time is coming to a close on each testing session so he/she may complete any items "flagged" before the end of testing for that day. The student must be informed of these policies before the first day of testing.

*Questions for the
EL Team/
Committee*

The EL team/committee may wish to address the following questions when determining whether the *Multiple Testing Sessions* accommodation is appropriate for the student:

1. Does the student typically require extra time over several days to complete classroom assignments and similar classroom assessments?
2. Does the student need additional time to complete the test in addition to more frequent breaks or being given the test over multiple days? If so, the EL team/committee should discuss whether *Scheduled Extended Time* should also be documented as an appropriate accommodation.
3. Can the student finish the test within the given time constraints but with more frequent breaks or over multiple days? If so, *Scheduled Extended Time* should **not** be documented as an appropriate accommodation.
4. Does the student routinely use the *Multiple Testing Sessions* accommodation during regular classroom instruction and similar classroom assessments?

5. Is the student using another accommodation during the administration of the state test that may require the provision of the *Multiple Testing Sessions* accommodation?
6. Should the student be provided the *Testing in a Separate Room* accommodation?
7. Has there been discussion as to how the *Multiple Testing Sessions* accommodation will be provided to the student during the administration of the state test?

Scheduled Extended Time

The *Scheduled Extended Time* accommodation is approved for all North Carolina-developed tests. The use of testing accommodations should be consistent with those accommodations used routinely during instruction and classroom tests.

The North Carolina Testing Program requires all students be allowed ample time to complete the assessments. If a student typically requires more time beyond his/her peers during classroom assignments and assessments, the EL team/committee may want to address *Scheduled Extended Time* as a possible testing accommodation.

Note: Students who are provided the *Scheduled Extended Time* accommodation may not begin the test administration before the school’s scheduled start of the regular test administration.

Description

This accommodation allows the test to be administered during a scheduled extended period of time beyond the time designated in the assessment guide. As with all accommodations for North Carolina tests, (1) the use must be documented in the current EL plan/documentation, and (2) the accommodation must be used routinely during instruction and similar classroom assessments.

Considerations and Instructions

Role of the EL Team/Committee. *Scheduled Extended Time* may be an appropriate testing accommodation if the EL team/committee determines that, because of the student’s level of language proficiency, he/she will need additional time to complete the test beyond the time designated in the assessment guide. The EL team/committee determines how this accommodation will be provided and documents the specifics in the EL plan/documentation before the test administration.

Note: The assessment guides for the Beginning-of-Grade 3 English Language Arts/Reading Test, EOG tests, and EOC tests specify (1) an estimated test administration time and (2) a maximum testing time allowed. For students requiring the *Scheduled Extended Time* accommodation on these tests, the amount of additional time should be specified based on the maximum testing time allowed.

Scheduling. Students with the *Scheduled Extended Time* accommodation must be allowed as much time as they need to complete the test on the scheduled test day. An estimate of the maximum amount of extended time should be documented, to the extent possible, in the student’s current EL plan/documentation. This may be in terms of a multiple of the designated administration time (e.g., 1.5 times the designated administration time) or as a specified amount of time (e.g., 1 hour beyond the designated administration time). The EL team/committee must review the local policy and document the final decision. Students being provided the *Scheduled Extended Time* accommodation without the additional accommodation of

Multiple Testing Sessions should have the ability to complete the test in one day and are limited to one school day.

Any extension of time shall occur at the end of or immediately following the planned testing session during the scheduled testing day. Special arrangements may be needed to accommodate extensions to the general test administration schedule. For instance, if the student is still testing at his/her regularly scheduled lunchtime, arrangements must be made to ensure the student has the opportunity to eat lunch. (The student should not be able to communicate with peers during this time.) Also, if the student is still testing shortly before school dismissal time, the test administration must end with enough time for the student to be dismissed in his/her regular manner.

Procedures during Actual Test Administration. When reading the instructions for the regular test administration from the assessment guide, the test administrator must omit any information regarding time limits. Otherwise, the standard instructions located in the guide must be followed.

Breaks. Students with the *Scheduled Extended Time* accommodation should continue to be provided breaks as designated in the assessment guide. The test administrator must not allow students to talk during any breaks. For online testing, students must click the PAUSE button at the beginning of the break.

Students must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.

Maintaining Test Security During Breaks. If a student is still testing at his/her regularly scheduled lunchtime, arrangements must be made to ensure the student has the opportunity to eat lunch.

If the student does not have the opportunity to communicate with others or to access any electronic devices (e.g., computers, cell phones) during lunch, the student can go back to previously attempted questions following the break.

However, if a student has the opportunity to communicate with others or to access any electronic devices during lunch, then the student cannot go back to previously attempted questions following the break and his or her test book must be paper clipped before leaving the testing area. In these instances the test administrator must

- alert students when they have five minutes remaining before the break.
- paper clip students' test books so they cannot return to previously attempted questions. Pages that contain reading selections students will need access to must not be paper clipped; therefore, students must complete the reading selection they are working on and the selection's questions before leaving the testing area.

- inform students of this policy and instruct students that they must not discuss specific test questions or information contained within the test with others after they leave the room.
- For online administrations, students will have access to previously completed items when they return from their break. Test administrators must monitor online students carefully to ensure they do not return to previous items.

For the EOG and EOC mathematics tests, students may not go back and work on calculator inactive items if they received their calculator and were working on the calculator active items at the time of the break/lunch. Students may only check items that were already completed in the calculator active portion of the test.

*Questions for the
EL Team/
Committee*

The EL team/committee may wish to address the following questions when determining whether the *Scheduled Extended Time* accommodation is appropriate for the student.

1. Does the student typically require extra time to complete classroom assignments and similar classroom assessments?
2. Does the student routinely use the *Scheduled Extended Time* accommodation during regular classroom instruction and similar classroom assessments?
3. Is the student provided another accommodation during the administration of the state test that may require the provision of the *Scheduled Extended Time* accommodation?
4. Can the student complete the state test with extended time on one day? If not, the *Multiple Testing Sessions* accommodation should be discussed.
5. Should the student be provided the *Testing in a Separate Room* accommodation?
6. Has there been discussion as to how the *Scheduled Extended Time* accommodation will be provided to the student during the administration of the state test?

Testing in a Separate Room (One-on-One or Small Group Test Administration)

The *Testing in a Separate Room* accommodation is approved for all North Carolina-developed tests. The use of testing accommodations should be consistent with those accommodations used routinely during instruction and classroom tests.

Because of their level of language proficiency, some English Learners need to use much greater concentration for longer periods of time for testing, or they may need to access other state testing accommodations. This may require testing in a separate setting.

Description

The *Testing in a Separate Room* accommodation allows a student to take a test in a separate room in a one-on-one or small group administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the current EL plan/documentation, and (2) the accommodation must be used routinely during instruction and similar classroom assessments.

Considerations and Instructions

Role of the EL Team/Committee and Providing One-on-One or Small Group Test Administration. The EL team/committee must indicate in the current EL plan/documentation whether the *Testing in a Separate Room* accommodation is to be provided in a one-on-one setting or a small group setting. Specifics regarding the procedure must be documented before the test administration. If the team/committee specifies the test administration is to be one-on-one, the student must receive the *Testing in a Separate Room* accommodation on a one-on-one basis as part of the regular classroom instruction and similar classroom assessments. If the team/committee specifies the test administration is to occur in a small group, the team must review the local policy for the definition of a small group. The maximum number of students for a small group test administration is determined at the local level but must be documented in the student's current EL plan/documentation. If the team/committee has specific concerns regarding the number of students in a particular small group test administration, it should document these concerns in the EL plan/documentation.

The EL team/committee must consider whether other accommodations the student will be provided during testing require the *Testing in a Separate Room* accommodation (e.g., *Test Administrator Reads Test Aloud [in English]*, *Multiple Testing Sessions*, *Extended Time*). If the other accommodations the student will be provided do require the *Testing in a Separate Room* accommodation, they too must be documented in the student's EL plan/documentation.

Other Environmental Concerns. It may be appropriate for the student to use a study carrel, special furniture, or special lighting during the actual test administration.

Scheduling. It is inappropriate to provide certain accommodations to a small group unless all the students in the group are receiving the same accommodations. For example, students who are to have the test read aloud must not be tested in the same room as students who should not have the test read aloud and students receiving extended time must not be tested in a room with students using the standard administration times.

The principal or his/her designee, usually the school test coordinator, shall assist in locating a separate room for the test administration.

Procedures in the Assessment Guide. The test must be administered as stated for the regular test administration in the assessment guide unless other accommodations that require modified procedures are provided.

*Questions for the
EL Team/
Committee*

The EL team/committee may wish to address the following questions when determining whether the *Testing in a Separate Room* accommodation is appropriate for the student.

1. Does the student typically require a separate room to complete classroom assignments and similar classroom assessments?
2. Is the student being provided another accommodation during the administration of the state test that may require the provision of the *Testing in a Separate Room* accommodation?
3. Will the student receive this accommodation during the state test administration on an individual basis or in a small group? Has a maximum number or range for the small group been specified on the EL plan/documentation?
4. Does the student require a study carrel, special furniture, or special lighting?

Student Reads Test Aloud to Self

The *Student Reads Test Aloud to Self* accommodation is approved for all North Carolina-developed tests. The use of testing accommodations should be consistent with those accommodations used routinely during instruction and classroom tests.

This accommodation is recommended for students who, because of their level of language proficiency, need to read printed/computer-based tests and classroom materials aloud to themselves.

Description

The *Student Reads Test Aloud to Self* accommodation permits the student to read the test aloud to him/herself during the test administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the student's current EL plan/documentation and (2) the accommodation must be used routinely during classroom instruction and similar classroom assessments.

To ensure the validity of the test, students provided the *Student Reads Test Aloud to Self* accommodation must also be provided the *Testing in a Separate Room (one-on-one)* accommodation. No other students are to be present in the room during the test administration.

Considerations and Instructions

The *Student Reads Test Aloud to Self* accommodation also applies to students who routinely use a device that allows them to hear themselves read, such as a PVC elbow pipe or other device that directs the sound towards the students' ears. These students may use such a device, but they must follow the same guidelines as other students receiving this accommodation (i.e., *Testing in a Separate Room, one-on-one*).

A test administrator or proctor may not (1) correct the student as he/she reads aloud or (2) read all or any part of the test to the student unless the student also has the *Test Administrator Reads Test Aloud (in English)* accommodation. If the test administrator or proctor corrects or reads all or any part of a test that measures reading comprehension to the student, the test results are invalid. North Carolina tests that measure reading comprehension are listed below:

1. Beginning-of-Grade 3 English Language Arts/Reading Test
2. North Carolina EOG Assessments of ELA/Reading (Grades 3–8)
3. North Carolina EOC Assessment of English II
4. North Carolina Final Exams of English I, English II, and English IV

Questions for the EL Team/Committee The EL team/committee may wish to address the following questions when determining whether the *Student Reads Test Aloud to Self* accommodation is appropriate for the student.

1. Does the student routinely use the *Student Reads Test Aloud to Self* accommodation during regular classroom instruction and similar classroom assessments?
2. Will the student use a device (e.g., PVC elbow pipe) while reading the test that allows the student to hear him/herself read?
3. If the student will be provided this accommodation, has the *Testing in a Separate Room* accommodation been discussed?

Test Administrator Reads Test Aloud (in English)

The *Test Administrator Reads Test Aloud (in English)* accommodation is approved for all North Carolina-developed tests. The use of testing accommodations should be consistent with those accommodations used routinely during instruction and classroom tests.

North Carolina English Language Arts/Reading Tests: If the *Test Administrator Reads Test Aloud (in English)* accommodation is provided during the administration of North Carolina tests that measure reading comprehension (i.e., selections/passages, sample questions, test questions, and/or answer choices are read aloud to the student), the test results are invalid. North Carolina tests that measure reading comprehension are listed below:

1. Beginning-of-Grade 3 English Language Arts/Reading Test
2. North Carolina EOG Assessments of ELA/Reading (Grades 3–8)
3. North Carolina EOC Assessment of English II
4. North Carolina Final Exams of English I, English III, and English IV

Description

The *Test Administrator Reads Test Aloud (in English)* accommodation permits the test administrator to read aloud the test directions and content to a student during the administration of state tests that do not measure reading comprehension. As with all accommodations for North Carolina tests, (1) the use must be documented in the current EL plan/documentation, and (2) the accommodation must be used routinely during classroom instruction and similar classroom assessments. Note: North Carolina does not provide any general assessment or alternate assessment in a language other than English.

To ensure the validity of the test, students provided the *Test Administrator Reads Test Aloud (in English)* accommodation must also be provided the *Testing in a Separate Room* accommodation (small group or one-on-one).

Considerations and Instructions

Procedures during Actual Test Administration and the Role of EL Team/Committee. ELs must be encouraged to become as independent as possible. During instruction in the regular classroom, the administration of classroom assessments, and the administration of state tests that do not measure reading comprehension, the teacher/test administrator must read aloud only those tests or parts of tests the student needs read aloud based on individual needs.

The EL team/committee must specify the details of how the student is to be provided the *Test Administrator Reads Test Aloud (in English)* accommodation during the administration of state tests that do not measure reading comprehension. Some examples of these details are as follows:

- Test Administrator Reads Everything—Student is to have every word (including words on maps, tables, graphs, charts, computer screen, etc.) read aloud during the test administration.
- Test Administrator Reads by Student Request—Student is only to have words read aloud upon his or her request.
- Math Exclusion—Student does not require numbers in mathematics tests to be read aloud.
- Other—Student only requires this accommodation when there is greater content than usual or unknown vocabulary words on a test but does not need the accommodation for tests with shorter sentences.

Note: This decision is not to be made by the test administrator or other school personnel. The EL team/committee determines and documents this decision.

Information from the student’s EL plan/documentation regarding specific procedures for the provision of the *Test Administrator Reads Test Aloud (in English)* accommodation must be available for the test administrator on the day of testing.

The test administrator must review the regular test administration procedures in the assessment guide before the test administration day and should omit reading aloud general directions that are not applicable for students provided with this accommodation.

The test administrator may repeat in English the instructions, sample questions, test questions, and answer choices (for state tests that do not measure reading comprehension) as many times as necessary for the student to understand and respond. At no time may the test administrator paraphrase or translate the test instructions or items because these actions will result in a misadministration.

For paper-and-pencil administrations, the test administrator must have a copy of the test in order to read the instructions and questions to the student.

For online test administrations, the test administrator can either read the instructions and questions to the student from the student’s computer screen, or the test administrator can use an extra computer monitor set up as a duplicate of the student’s monitor. If an extra computer monitor is used, it must be set as a duplicate of the student’s monitor and not as a desktop extension.

When reading the test aloud, the test administrator must adhere to the following guidelines:

- If reading the entire test aloud, the test administrator must read one test item and its corresponding answer choices and then allow the student to choose an answer before moving on to the next item.
- The test administrator must read each test item and its answer choices in a consistent manner so as not to provide any hints of the correct answer.
- If reading a test item on request, the test administrator should say the item number before reading the item and its answer choices.

Frames. When necessary, introductory statements for selections, referred to as frames, are included in test books and online for *some* tests of reading comprehension. A frame is included to provide background information about the selection. An example of a necessary frame is one that cites an historical time period for the setting of a selection or additional relevant information not included in the selection. In the event the test administrator reads aloud frames to students during the administration of North Carolina tests that measure reading comprehension, the test results are invalid because the frames provide some information regarding the selection/passage.

North Carolina Mathematics Tests. The test administrator is to read aloud fractions, greater/less-than signs, equal signs, exponents, etc., in the same manner they are read aloud when used routinely during classroom instruction and similar classroom assessments. The test administrator must not read aloud information that will provide the student with the answer. For example, a test question asks: Which digit is in the hundreds place in the number 2,345? The test administrator would read the number aloud as “two—comma—three—four—five” instead of “two thousand three hundred forty-five.”

*Questions for the
EL Team/
Committee*

The EL team/committee may wish to address the following questions when determining whether the *Test Administrator Reads Test Aloud (in English)* accommodation is appropriate for the student.

1. Does the student routinely use the *Test Administrator Reads Test Aloud (in English)* accommodation during regular classroom instruction and similar classroom assessments?
2. Would the student’s functioning reading level affect his or her performance on a state test that does not measure reading comprehension?

3. Has there been discussion regarding the specific manner in which the student will be provided this accommodation during the administration of the state test?
4. When test items are read aloud for classroom assessments, is every item read aloud or only items requested by the student?
5. Would the student be comfortable requesting test items be read aloud?
6. If the student will be provided this accommodation, has the *Testing in a Separate Room* accommodation been discussed?
7. How does the student feel about being tested in a separate room?
8. If the *Testing in a Separate Room* accommodation will be provided, will the test administration be one-on-one or in a small group?
9. Should the student be provided the *Scheduled Extended Time* or *Multiple Testing Sessions* accommodation?
10. Does the test administrator require a special setup of an extra computer monitor or other visual device to read the test aloud to the student?
11. If the EL team/committee is considering the provision of the *Test Administrator Reads Test Aloud (in English)* accommodation during the administration of a state test that measures reading comprehension, has there been discussion about the test results not being valid?

Computer Reads Test Aloud—Student Controlled

The *Computer Reads Test Aloud—Student Controlled* accommodation is available only for North Carolina-developed online tests. The use of testing accommodations should be consistent with those accommodations used routinely during instruction and classroom tests.

There are three methods in which a student may have an online test read aloud: (1) the traditional *Test Administrator Reads Test Aloud (in English)* accommodation, (2) the *Computer Reads Test Aloud—Student Controlled* accommodation, or (3) a combination of the two methods. This section will describe the *Computer Reads Test Aloud—Student Controlled* accommodation.

North Carolina English Language Arts/Reading Tests: The *Computer Reads Test Aloud—Student Controlled* accommodation is not available for the North Carolina online assessments that measure reading comprehension as this accommodation invalidates the results from those tests. North Carolina **online tests** that measure reading comprehension are listed below:

1. North Carolina EOG Assessments of ELA/Reading (Grades 6, 7, and 8)
2. North Carolina EOC Assessment of English II
3. North Carolina Final Exams of English I, English III, and English IV

Description

The *Computer Reads Test Aloud—Student Controlled* accommodation permits the student to control which portions of the online test are read aloud by clicking a button beside the desired block of text. As with all accommodations for North Carolina tests, (1) the use must be documented in the current EL plan/documentation, and (2) the accommodation must be used routinely during classroom instruction and similar classroom assessments.

To ensure the validity of the test, students receiving the *Computer Reads Test Aloud—Student Controlled* accommodation must also receive the *Testing in a Separate Room* accommodation (one-on-one) unless using headphones.

Considerations and Instructions

The EL team/committee determines if the student will need the online test read aloud and, if so, in what manner it will be read aloud. These decisions must be specified in the student's EL plan/documentation. The student's EL plan/documentation must specify in which manner the test will be read aloud.

Limitations: It is important to note that the *Computer Reads Test Aloud—Student Controlled* option is limited in the functionality of which text on the screen is read. Unlike screen-reading software, this option is not designed to read all parts of the computer screen. Audio files are only available for test

questions and answer choices, most of which can be read aloud by the computer. Those that cannot be read aloud by the computer will have an audio button that, when pressed, indicates a read aloud is not available. There are no audio files within the test environment for graphics, graphs, or tables within a test item; drag-and-drop item answer choices; or application content, such as menus, embedded tools (e.g., Reset, Flag), error messages, or warning/reminder messages. If a student requires any of these components to be read aloud, it may be appropriate for the student to receive a combination of both the *Test Administrator Reads Test Aloud (in English)* and *Computer Reads Test Aloud—Student Controlled* accommodations.

The audio files for the *Computer Reads Test Aloud—Student Controlled* accommodation are human vocalizations and not computer-generated modulation. A number of different human voices were used to record the audio files, and therefore the human voice and the volume level might differ from item to item within a single test form. If a student is sensitive to either of these conditions, it may be appropriate for the student to receive instead the *Test Administrator Reads Test Aloud (in English)* accommodation.

This decision is not to be made by the test administrator or other school personnel. The EL team/committee makes and documents this decision.

Specific Procedures before the Test Administration. Students whose EL plans/documentation indicate they are to be provided the *Computer Reads Test Aloud—Student Controlled* accommodation alone or in conjunction with the *Test Administrator Reads Test Aloud (in English)* accommodation must have this option enabled through the student interface questions (SIQ), which are to be verified and/or edited in NC Education before the day of the test.

Before the testing session begins, the test administrator must set the computer's volume to the appropriate level. The volume cannot be modified through the computer once the NCTest Chrome App or NCTest Secure Browser has been launched unless there is a volume control feature on the headphones themselves. Volume controls are available on the NCTest iPad App.

Specific Procedures during the Test Administration. To activate the read aloud option, the student must click a speaker button. Speaker buttons are located adjacent to every block of text for which there are audio files available. Each speaker button activates an audio file for that particular block of text. The files are streaming MP3 audio files delivered from the host server when the student clicks the speaker button.

Scheduling. This accommodation increases the stress on bandwidth and network connectivity at both the school and LEA level. Significant use of this option may affect LEAs' and/or schools' network performance.

Therefore, it is imperative that caution be used when scheduling students with this accommodation within the window. Additional information about this accommodation, including technical requirements, may be found at <http://center.ncsu.edu/nct>.

*Questions for the
EL Team/
Committee*

The EL team/committee may wish to address the following questions when determining whether the *Computer Reads Test Aloud—Student Controlled* accommodation is appropriate for the student.

1. Does the student routinely have information read aloud by the computer during regular classroom instruction and similar classroom assessments?
2. Would the student's functioning reading level affect his or her performance on a state test that does not measure reading comprehension?
3. Has the team reviewed the limitations of this accommodation?
4. If the student uses this accommodation, will he or she be using headphones? If not, the student must receive the *Testing in a Separate Room* (one-on-one) accommodation.
5. If the student is not using headphones, how does he/she feel about being tested in a separate room?

F. Monitoring Accommodations

Introduction

The U.S. Department of Education (USED) requires North Carolina to submit evidence of a system for monitoring the implementation and effectiveness of testing accommodations. This system must include the documentation of testing accommodations required, provided, and used. The monitoring ensures required testing accommodations are provided during test administrations and to document the usage of these accommodations by students during testing.

In October 2009, the USED approved North Carolina’s comprehensive plan for monitoring the use of testing accommodations in local school systems. The NCDPI Division of Accountability Services is responsible for conducting all monitoring activities, with assistance and participation from the Divisions of Exceptional Children and K–12 Curriculum and Instruction along with other staff from the Office of the Deputy State Superintendent. North Carolina’s Plan for Monitoring State Testing Accommodations is available at the following URL:
<http://www.ncpublicschools.org/accountability/policies/accom>.

Review of Accommodations Used During Testing Form

In order to meet the accommodations monitoring requirements of the USED, the NCDPI developed the *Review of Accommodations Used During Testing* form, available in Appendix A and found online at <http://www.ncpublicschools.org/accountability/policies/accom>. This form must be completed for each student who requires testing accommodations. One form must be completed for each state test for which the student requires testing accommodations, including the regular test administration and any state field tests or special studies.

A portion of the *Review of Accommodations Used During Testing* form is completed before testing during the team/committee meeting at which a student’s testing accommodations are determined. At this meeting, the testing accommodations documented on the student’s EL plan/documentation should be recorded on the form. During the actual test administration, the remainder of the form is completed to document the testing accommodations provided to the student and to record whether and how the student used the accommodations. A copy of the *Review of Accommodations Used During Testing* form is to be filed with the student’s accommodations documentation for at least one year to assist the EL team/committee during the next meeting where accommodations decisions will be made.

*Tracking Required
Testing
Accommodations
and Planning for
Test
Administrations*

In order to electronically track and monitor required testing accommodations, schools must enter testing accommodations data into an accommodations management system (i.e., PowerSchool, CECAS, or an LEA-/charter-approved third-party application).

The NCDPI will use the submitted data to monitor testing accommodations and provide feedback to LEAs/charter schools throughout the school year. Student data entered into accommodations management systems will also be used for ordering special print versions of tests (e.g., *Braille, Large Print, and One Test Item Per Page Editions*). In addition, reports available from these systems may be useful to school and school system test coordinators for local monitoring and for planning and scheduling accommodation testing sessions.

Reports from the accommodations management systems can be used before testing to verify that the proper testing accommodations have been scheduled for each student. This verification will help ensure the accommodations provided during the test administration mirror what is documented in the student’s EL plan/documentation. Once the testing accommodations have been verified, the school test coordinator can use this information to plan the small group administrations and to ensure proper special print editions have been ordered, if applicable.

*Documentation of
Accommodations
Provided*

After completing testing, the test administrator is to record the accommodations provided to a student either on the student’s answer sheet (for paper-and-pencil tests) or in NC Education (for online tests).

Paper-and-Pencil Tests. After testing, the test administrator or principal’s designee is to complete the TO BE COMPLETED BY THE TEST ADMINISTRATOR OR PRINCIPAL’S DESIGNEE AFTER TESTING section of the answer sheet. If a student is provided a testing accommodation during the test administration, the appropriate bubble must be filled. If the test consists of more than one subject (e.g., EOG tests of ELA/reading and mathematics), there may be more than one bubble beside each accommodation. In the case of the EOG tests, there are two bubbles, one with an “R” printed inside of it for ELA/reading and one with an “M” printed inside of it for mathematics. The respondent must code the accommodation(s) provided for each test, as they may be different.

Online Tests. In NC Education, test administrators must complete the Accommodations Provided data screen following the online test administration for all students marked in the SIQ as requiring accommodations (i.e., *Multiple Testing Sessions, Computer Reads Test Aloud—Student Controlled, Other Required Accommodations*).

Procedures to Follow When Required Testing Accommodations Have Not Been Provided

If a student is not provided a required testing accommodation during a test administration, the result may be a misadministration. When a school does not provide a student with a required testing accommodation, (a) the parent/guardian must be notified immediately and (b) a Report of Testing Irregularity available through the OTISS is to be completed. (c) If the parent/guardian signs a statement waiving the right to have the student retested with the required accommodation, the test results from the administration without the accommodation will be used for state and local accountability purposes and student performance placement. This statement waiving the right to retest must be signed before the parent/guardian is informed of the test results. (d) If the parent/guardian signs a statement indicating that the student must be retested with the required accommodation, the superintendent/LEA test coordinator declares a misadministration, and the affected student is administered another secure form of the test with the required accommodation. This statement of consent to retest must be signed before the parent/guardian is informed of the test results.

Procedures to Follow When Testing Accommodations Are Provided That Are Not Required

If a student is provided a testing accommodation that is not required based on the student's current EL plan/documentation, the result may be a misadministration. When a student is provided with a testing accommodation that is not required (a) the parent/guardian must be notified immediately; (b) a Report of Testing Irregularity available through the OTISS is to be completed, and (c) an investigation must be conducted to determine if the provision of the accommodation does in fact result in a misadministration. (d) The superintendent/LEA test coordinator declares a misadministration, if necessary; and (e) the affected student is administered another secure form of the test without the provision of the accommodation. If after the investigation a misadministration is not declared, the test results from the administration with the undocumented accommodation will be used for state and local accountability purposes and student performance placement.

Appendices

Appendix A

Review of Accommodations Used During Testing

Student Name	
PowerSchool ID	
Case Manager	
Choose one of the following plans (according to order of accommodations documentation).	<input type="checkbox"/> IEP <input type="checkbox"/> Section 504 Plan <input type="checkbox"/> EL Plan <input type="checkbox"/> Transitory Impairment Documentation
Dates of Plan	Start Date: _____ End Date: _____
Test	<input type="checkbox"/> BOG3 <input type="checkbox"/> EOG <input type="checkbox"/> RTA3 <input type="checkbox"/> EOC <input type="checkbox"/> NCFE <input type="checkbox"/> CCRAA <input type="checkbox"/> CTE <input type="checkbox"/> ACCESS for ELLs
Subject/Subtest	

Complete one form per test. Before testing, complete the top of the form and Column 1. During/after testing, complete Column 2. Completed forms should be kept in the student's Individualized Education Program (IEP) folder and/or Section 504/English Learner (EL)/transitory impairment documentation to be accessible for future reference.
NOTE: While the list below includes all state-approved accommodations, some do not apply to students identified solely as ELs.
Testing accommodations should be consistent with the accommodations used routinely during classroom instruction and on similar classroom assessments.

Regular Administration Other Administration

School	
Grade	
Test Date	
Test Administrator	

Column 1: To Be Completed before Testing	Column 2: To Be Completed during/after Testing	
Check the required accommodations documented on the student's IEP/Section 504 Plan/EL Plan/Transitory Impairment Documentation.	Was this accommodation provided to the student during testing?	Describe the specific details of how this accommodation was provided to the student. Did the student use the accommodation? If yes, how did he/she use it?
<input checked="" type="checkbox"/> Example: Test Administrator Reads Test Aloud (In English) Specify: <input type="checkbox"/> Read by Student Request <input checked="" type="checkbox"/> Read Everything <input type="checkbox"/> Other	Example: Yes	Example: <i>Test administrator read the entire test aloud. Student followed along while the test administrator read aloud.</i>
<input type="checkbox"/> Braille Edition		
<input type="checkbox"/> Large Print Edition		
<input type="checkbox"/> One Test Item Per Page Edition		
Assistive Technology Devices Specify:		
<input type="checkbox"/> Braille Writer/Slate and Stylus (and Braille Paper)		
<input type="checkbox"/> Cranmer Abacus		
<input type="checkbox"/> Dictation to a Scribe		
<input type="checkbox"/> Interpreter/Transliterators Signs/Cues Test		
<input type="checkbox"/> Magnification Devices		
<input type="checkbox"/> Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (EL only)		
<input type="checkbox"/> Student Marks Answers in Test Book		
<input type="checkbox"/> Student Reads Test Aloud to Self		
Test Administrator Reads Test Aloud (In English) Specify: <input type="checkbox"/> Read by Student Request <input type="checkbox"/> Read Everything <input type="checkbox"/> Other		
<input type="checkbox"/> Computer Reads Test Aloud—Student Controlled		
Multiple Testing Sessions Specify:		
Scheduled Extended Time Amount:		
<input type="checkbox"/> Testing in a Separate Room Specify:		
<input type="checkbox"/> Special NCDPI-Approved Accommodation(s) Specify:		
Printed name of person completing this portion of the form: _____	Printed name of person completing this portion of the form: _____	
Signature of person completing this portion of the form: _____	Signature of person completing this portion of the form: _____	
Comments/considerations for next IEP/504/EL/Transitory Impairment team meeting: 		

This form is available in electronic format at <http://www.ncpublicschools.org/accountability/policies/accom>.

Appendix B

North Carolina State Board of Education Policies Related to EL Students

The following list includes State Board of Education (SBE) policies related to students identified as English Learners as referenced on the SBE website.

GCS-A-009

Title: Policy regarding rules, guidelines, and procedures governing the NC testing program
<http://sbepolicy.dpi.state.nc.us/policies/GCS-A-009.asp?pri=01&cat=A&pol=009&acr=GCS>

GCS-A-011

Title: Policy outlining the use of limited English proficient testing accommodations and eligibility for participation in the state-designated alternate assessment
<http://sbepolicy.dpi.state.nc.us/policies/GCS-A-011.asp?pri=01&cat=A&pol=011&acr=GCS>

GCS-C-021

Title: Annual performance standards under the READY Accountability Model
<http://sbepolicy.dpi.state.nc.us/Policies/GCS-C-021.asp?Acr=GCS&Cat=C&Pol=021>

GCS-K-000

Title: Policy establishing guidelines for Limited English Proficient Programs
<http://sbepolicy.dpi.state.nc.us/policies/GCS-K-000.asp?pri=01&cat=K&pol=000&acr=GCS>

Appendix C

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
 - (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.

