

**North Carolina**  
*School Test Coordinator's*  
*Handbook*



Public Schools of North Carolina  
**State Board of Education**  
**Department of Public Instruction**

Division of Accountability Services/North Carolina Testing Program  
Raleigh, North Carolina 27699-6314

**2011–2012**

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## A. Introduction

### **Purpose of the North Carolina School Test Coordinator's Handbook**

The purpose of the North Carolina School Test Coordinator's Handbook is to provide the principal or the principal's designee (usually the school test coordinator) with a single reference for implementing proper test administrations for the North Carolina Testing Program. This handbook provides information to ensure the integrity of the testing program is maintained, results generated from the program are valid, and any subsequent reporting is accurate and appropriate.

### **Fundamental Testing Premises**

It is essential school personnel develop awareness of proper testing procedures in order to provide accurate test data for decision making. The North Carolina Testing Program must be conducted in a manner that is fair, consistent, and equitable for all students. Security must be maintained at all times.

1. **Fairness:** Be fair and consistent in following policies and procedures.
2. **Equality:** Students will have equal opportunity when taking tests. Any special arrangements or accommodations must be in accordance with the rules, procedures, and validity of the assessment. Special arrangements or accommodations must never be used for score enhancement.
3. **Flexibility:** North Carolina-developed tests are objective-based, criterion-referenced tests that are flexible in terms of allowing students the necessary amount of time to finish. Students with disabilities and students identified as limited English proficient may receive approved accommodations to complete certain assessments.
4. **Security:** Test security must be maintained at all times. Tests must be stored in a secure (locked) storage area when not in use. Properly trained test administrators and proctors must always be present during test administrations.

Awareness of proper testing procedures helps ensure the integrity of the testing program and helps provide accurate test data. Local schools will be able to use test data confidently as decisions are made for the improvement of student learning and achievement.

### **Protocol for Communication**

In an effort to keep individuals well-informed regarding topics related to test development and policy, the North Carolina Testing Program recommends the following protocol for communication exchange. The protocol connects all individuals involved in the testing community to maximize effectiveness and strategically impact policy and decision making.

There is a two-way communication exchange between each level and an ongoing dialogue at each level. Program questions and information should be channeled through the appropriate testing staff at the subsequent level. **Staff members at the local level are encouraged to share questions related to testing and accountability (such as the end-of-grade and end-of-course tests, testing students identified as limited English proficient and/or students with disabilities, and accommodations) with the LEA test coordinator.** If necessary, the test coordinator will share these questions with the Regional Accountability Coordinator (RAC), who in turn will contact the North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services.



## B. Test Security

According to State Board of Education policy [GCS-A-004](#), secure tests developed by the State of North Carolina may not be used for purposes other than those approved by the North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services and the State Board of Education unless written permission is granted before use. State Board of Education policy specifies that secure tests, including all test materials and test questions, are not to be reproduced in any manner. School personnel must not disclose the contents of secure tests nor discuss with each other or with students specific test questions or information contained within the tests. In addition, excerpts from the tests must not be used at any time during classroom instruction or in resource materials such as study guides. Access to the tests shall be limited to school personnel who have a legitimate need. According to State Board of Education policy [GCS-A-010](#) (16 NCAC 6D .0306), persons who have access to secure test materials shall not use their access to those materials for personal gain.

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

Instructional materials that contain sample test questions (whether generated locally or obtained from another school system) must be shared with the principal and school system test coordinator before use. The principal must report to the school system test coordinator that such instructional materials exist. The school system test coordinator must report to the regional accountability coordinator (RAC) that such documents exist. Copies of documents containing sample test items or writing prompt samples must be submitted to the NCDPI through the RAC for clearance before use. All such documents must be reviewed by the school system test coordinator before use in the district.

To clarify, such instructional materials do not include individual teacher-made tests for use in individual classrooms, ancillary materials provided by textbook publishers, or vendors' test item banks. The intent of this policy is to facilitate a review of sample test questions that may actually contain secure test items. Appropriate items for review would be any material of which the origin is not known (for example, a photocopied collection of sample test questions found in a file cabinet); however, the NCDPI will review any materials the LEA submits. School systems and the North Carolina Testing Program must work together to maintain the security of the testing system because the cost of replacing compromised test items is prohibitive and impacts the delivery of multiple forms of the tests.

### [Testing Code of Ethics](#)

The North Carolina *Testing Code of Ethics* [GCS-A-010](#) (16 NCAC 6D .0306) addresses appropriate professional practices for central office and school administrators, test coordinators, teachers (test administrators), and proctors in the areas of securing tests; administering tests; and scoring, reporting, and interpreting test results. Ethical practices for administering North Carolina tests include but are not limited to (1) informing students about the tests and why the tests are important, (2) informing students and parents how the tests and test results will be used,

(3) ensuring all eligible students take the tests, (4) encouraging students to attempt to respond to all test items and do their best, (5) preparing students to take the tests, and (6) sharing the results of the tests along with any available interpretation of the scores with students and parents within the allotted timelines. In addition, the importance of maintaining test security at all times must be stressed. Ethical practices ensure validity of the test results.

A copy of the [Testing Code of Ethics](#) is included in all test administrators' manuals for review and must be discussed during training sessions for test administrators and proctors. The [Testing Code of Ethics](#) is part of [Title 16](#) of the Administrative Code and must not be removed from the manuals. (A copy may be requested from the school system test coordinator for reference.) The sanctions for violations are included in the [Testing Code of Ethics](#) and are applicable to the administration of all secure state-mandated tests.

## Accounting For and Storing Test Materials

According to State Board of Education policy [GCS-A-001](#) (16 NCAC 6D .0302), school systems shall (1) account to the North Carolina Department of Public Instruction (NCDPI) for all tests received, (2) provide a secure (locked) facility for all tests received, (3) prohibit the reproduction of any or all parts of the tests, and (4) prohibit their employees from disclosing the general content of the tests or specific items contained in the tests to persons other than authorized employees of the local education agency (LEA). Secure test materials may be stored at the school only for a short period before and after the test administration. Every effort must be made to minimize school personnel access to secure state tests before and after each test administration.

The principal shall account for all test materials received and shall ensure test security within the school building. The principal shall store test materials in a secure (locked) facility except when in use, as established by State Board of Education policy [GCS-A-010](#) (16 NCAC 6D .0306), the [Testing Code of Ethics](#). The principal shall establish a procedure to have test materials distributed immediately before each test administration. Before each test administration, the school test coordinator shall accurately count and distribute test materials to each test administrator.

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

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

system test coordinator or the NCDPI Division of Accountability Services/North Carolina Testing Program upon request.

### ***Testing Security Protocol and Procedures for School Personnel***

Additional information regarding test security may be found in the publication [\*Testing Security Protocol and Procedures for School Personnel\*](#). This publication is designed to assist principals, teachers, and other school personnel with the information required to implement a secure, uniform administration of the state-required assessments in the North Carolina Testing Program.

### **Viewing Secure State Tests/Obtaining Data for Research**

Note: Effective with the 2008–09 school year, the State Board of Education directs the North Carolina Department of Public Instruction (NCDPI) to release to the school districts and the public one test form for each grade level and subject tested. Visit the NCDPI website at <http://www.ncpublicschools.org/accountability/testing/releasedforms> for all released forms and additional information.

The North Carolina *Testing Code of Ethics* ([GCS-A-010 \[16 NCAC 6D .0306\]](#)) states that items and associated materials on a secure test shall not be in the public domain. Access to the tests shall be limited to school personnel who have a legitimate need. Access to test materials by school personnel means handling the materials, but it does not include reviewing tests or analyzing test items. Furthermore, persons who have access to secure test materials shall not use their access to those materials for personal gain.

Secure test materials include, but are not limited to, test blueprints; test layout forms; item pools; operational or field test books, test questions, or test book sections; operational, field test, or makeup writing prompts; answer documents; and test administrator manuals. Secure test materials may be in electronic or paper format. Because test materials in North Carolina are often reused and because test materials are costly to generate, every precaution is taken to ensure test materials that are to be reused remain secure at all times.

The normal course of the test development process is understood to include educator/stakeholder involvement in test specifications, development, item writing and review; experimental form/section, bias, and operational form reviews; and standard setting. During these processes, educators/stakeholders are asked to view secure test materials but are bound by a signed test security agreement.

In special circumstances, exceptions to this policy can be made for certain stakeholders such as legislators, parents/guardians, or researchers. Any of these individuals or groups who request the opportunity to view secure test materials or test data must send a letter of request to the director of Accountability Services at the following address:

**Tammy L. Howard, Ph.D., Director of Accountability Services**  
NCDPI Division of Accountability Services  
6314 Mail Service Center  
Raleigh, NC 27699-6314

Letters of request should include (1) the specific data/test requested, (2) why the request is being made (e.g., how the data will be used in the research study), and (3) what will be done with the information/data (e.g., information gained from reviewing the test will inform policy decisions).

For individuals or groups who are granted permission to view secure test materials, the review must occur at the North Carolina Department of Public Instruction in Raleigh under secure conditions. Individuals or groups may not view secure test materials at the district or school sites. Reproducing or copying secure test items is not permitted.

If the individual granted permission to view secure test materials is a parent, the NCDPI will inform the parent that the test that will be viewed may be a parallel and equivalent form of the test but not necessarily the same test form that was administered to his/her child. The parent will not be able to view his/her child's completed answer document or his/her child's actual test book. The completed test books and answer documents are maintained at the district level and are securely destroyed soon after the test administrations are completed.

Before viewing secure test materials, information will be provided to describe how tests are developed. Several public documents about the process may be shared. The NCDPI staff member(s) may also have on hand a copy of additional documentation, such as standard setting reports, technical manuals, or a report of test results that the individual(s) may view during the meeting.

While the individual/group may take notes on information shared before viewing the secure test materials, no note taking is permitted during the actual viewing of secure test materials. Also, before viewing secure test materials, each individual is required to read and sign a test security agreement form. One copy will be retained by the NCDPI; each individual may take a second copy with him/her. If an individual refuses to sign the test security agreement form, the individual may not view secure test materials at that time.

A designated NCDPI staff member will remain present throughout the period the individual is permitted to view secure test materials. While viewing secure test materials, an individual may not duplicate, scan, copy, photograph, or otherwise create a record of information contained within the secure test materials. The North Carolina *Testing Code of Ethics* may be referenced for additional information relative to test security requirements.

## C. Roles and Responsibilities

All individuals in the testing community play a vital role in maintaining a secure testing environment at every level—from test development through scoring and reporting. The following section outlines the roles and responsibilities of key individuals in the field in reference to maintaining test security. The responsibilities that are outlined below reflect in detail those duties that are discussed in the [Testing Code of Ethics](#).

### Responsibilities of the NC Department of Public Instruction

The North Carolina Department of Public Instruction (NCDPI) shall develop, revise, publish, and provide timely updates to local education agencies (LEAs) on the policies and procedures required for proper test administrations. These guidelines shall be provided to the LEA through the school system test coordinator.

The NCDPI shall score or have scored all tests in the North Carolina Testing Program and shall provide scoring and interpretative services to the LEAs. The NCDPI shall develop, procure, distribute, and bear the cost of such testing materials, including software and technical support for local scoring, necessary for the administration of tests mandated by the State Board of Education. The NCDPI shall supply required tests and supporting materials to the LEAs.

### Training of School System Test Coordinators

The superintendent or chief administrative officer shall appoint a school system test coordinator to assist in the local administration of tests in the North Carolina Testing Program.

School system (LEA) test coordinators shall attend training sessions conducted by the North Carolina Department of Public Instruction's regional accountability coordinator (RAC) on the subjects of proper test administration, scanning and scoring answer sheets, and/or preparation of test materials for scoring at a central site. School system test coordinators shall then conduct similar sessions in their LEAs for the purpose of providing instruction to local test administrators and proctors.

### School System (LEA) Test Coordinator's Responsibilities

The superintendent or the superintendent's designee shall serve as the school system (LEA) test coordinator. The school system test coordinator is to assist in the local administration, reporting, and interpretation of tests and other accountability measures. The school system test coordinator will train local personnel who are responsible for test administration procedures. This instruction shall include procedures for test administrations that require accommodations and shall emphasize the need to follow the directions outlined by the test publisher. Maintaining test security is a major responsibility of the school system test coordinator. School system (LEA) test coordinators shall:

1. Ensure a written testing plan for the school system is developed and disseminated to each school before the beginning of the school year. The overall testing plan must include rules for test administrator training, test security, proper testing environment, administering the NCDPI-designated secure test forms, auditing test administration sessions, and preparing and returning secure test materials.
2. Ensure a schedule of the state test administration dates for the school year is shared with teachers, students, and parents.

3. Develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher (the NCDPI).
4. Provide information about test security and inform staff of sanctions, penalties, or other possible consequences for test security violations.
5. Designate the personnel who are authorized to have access to test materials. "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items (State Board of Education policy [GCS-A-010 \[16 NCAC 6SD .0306\]](#)).
6. Assist the principal at each school in understanding his/her duties and responsibilities related to the state testing program and the implementation of state tests.
7. Ensure test administrators at each school are school district or school personnel who have professional training in education and the North Carolina Testing Program.
8. Oversee the planning and implementation of training for school test coordinators, test administrators, and proctors.
9. Ensure each school establishes procedures to ensure all test administrators comply with the test publisher's (NCDPI) guidelines.
10. Ensure each school test coordinator and test administrator is trained on the appropriate use of and procedures for testing accommodations approved for students with disabilities and students identified as limited English proficient.
11. Monitor to ensure the system and school-by-school plan for administering tests under secure conditions is implemented appropriately.
12. Prohibit LEA employees from disclosing the general content of the tests or specific items contained in the tests to persons other than authorized employees of the school system.
13. Maintain accurate records of student membership and assist in identifying students who are eligible to take the test in order to secure the appropriate quantity of materials.
14. Order sufficient copies of test materials.
15. Account to the NCDPI for all test materials received and house all test materials in a secure (locked) facility.
16. Develop a system of checkout and check-in of test materials assigned to each school to ensure all materials are returned and accounted for.
17. Ensure each school test coordinator receives, stores, and redistributes test books, test administrator's manuals, and other testing materials in a secure manner.
18. Prohibit the reproduction of any or all parts of the tests.
19. Ensure all eligible students are tested.
20. In conjunction with program administrators, ensure the need for test accommodations is documented and the accommodations are limited to the specific need.

21. In conjunction with program administrators, monitor to ensure all documented accommodations were actually provided to students and to what extent the accommodations were used by the students during the test administrations.
22. Ensure the security of test materials and the integrity of the North Carolina Testing Program are maintained at all times.
23. Make a determination about the seriousness of reports of test security breaches, loss of test materials, failure to account for test materials, unauthorized reproduction or retention of test materials, or any other deviation from required security procedures.
24. Declare a test administration a misadministration, when appropriate, using the appropriate procedures and documentation, and ensure students are administered a different secure form of the test.
25. Investigate all reports of testing irregularities and/or violations of ethical testing practices and immediately report them to the superintendent and local school board of education.
26. Use and follow all procedures in the [Online Testing Irregularity Submission System](#) (OTISS) to document and report all testing irregularities.

### **School Test Coordinator's Responsibilities**

The principal or principal's designee shall serve as school test coordinator. The school test coordinator must be accessible to test administrators and proctors during the administration of secure state tests. Because of the accessibility requirement, the school test coordinator must not be given the responsibility of administering a test. The school test coordinator shall:

1. Adhere to the district testing plan and test administration schedules established by the NCDPI and the school system test coordinator.
2. Cooperate with district or state officials in the event there is an audit or monitoring visit to ensure the testing plans are implemented appropriately.
3. Attend training sessions sponsored by the school system test coordinator on the policies and procedures for conducting a proper test administration and for reviewing and processing test materials.
4. Develop and document in writing a schoolwide testing plan for administering tests under secure conditions. For each testing session, the testing plan must include documentation of the accommodation(s) and the nature of the accommodation(s) each eligible student will receive.
5. Account for and maintain the security of test materials.
6. Store test materials in a secure (locked) facility. Access to the storage area must be limited to one or two authorized school personnel while secure materials are being stored. Unauthorized personnel (e.g., cleaning staff) must not have access to the storage area where secure materials are stored.

7. Accurately count and distribute test materials required for the test administrations at the school before each test administration. Immediately after each test administration, collect, count, and return test materials to the secure (locked) storage facility.
8. Select test administrators who are either school system or school personnel with professional training in education and the North Carolina Testing Program.
9. Train all school personnel on the appropriate use of test materials, test security, and the North Carolina [Testing Code of Ethics](#), the [Testing Students with Disabilities](#) publication (as appropriate), and the [Guidelines for Testing Students Identified as Limited English Proficient](#) document and published supplements (as appropriate).
10. Emphasize to all school personnel that no person may copy, reproduce, or paraphrase the test materials in any manner or for any reason without the written permission of the NCDPI.
11. Inform personnel that any person who learns of any breach of security, loss of test materials, failure to account for test materials, or any other deviation from required security procedures shall immediately report that information to the principal/school test coordinator and the school system test coordinator.
12. Implement the school system's testing policies and procedures and establish any needed school policies and procedures to ensure all eligible students are tested.
13. Encourage a positive atmosphere for the test administrations.
14. Assign to test administrations trained proctors who are responsible adult community volunteers (i.e., age 18 or older and not enrolled as a student in the K-12 public school system), school staff, or school system staff.
15. Allow test materials to be distributed immediately before the test administration (State Board of Education policy [GCS-A-010](#) [16 NCAC 6D .0306]) unless otherwise authorized by the NCDPI.
16. Return all test materials to the school system test coordinator, as directed, immediately following the completion of the test administration.
17. Maintain the confidentiality of individual student scores when reporting test results to the public and the media.
18. Prohibit the reclassification of student(s) or the assignment of a grade of "F" or "I" for the sole purpose of not having the student participate in any state assessment. (Within the first 10 days of a block schedule or within the first 20 days of a traditional schedule, students may drop a course that has an end-of-course (EOC) test according to State Board of Education policy [GCS-C-003 \(i\)](#)).
19. Use and follow all procedures in the [Online Testing Irregularity Submission System](#) (OTISS) to document and report all testing irregularities.

## **Test Administrator's Responsibilities**

Only employees of the school system are permitted to administer secure state tests. Contracted tutorial services or agencies are not permitted to administer North Carolina tests. According to

State Board of Education policy [GCS-A-010](#) (16 NCAC 6D .0306), test administrators shall be school personnel who have professional training in education and the state testing program. Retired teachers, if working for the school district as substitute teachers or members of the staff in any capacity, may administer North Carolina tests. Test administrators shall not, at any time, modify, change, alter, or tamper with student responses on the answer sheets or during the administration of online assessments.

While the North Carolina test administrator's manuals/guides outline the full test administrator responsibilities, those responsibilities specifically related to test security are provided below. The test administrator shall:

1. In the role of teacher, ensure students are properly prepared for the tests by (a) teaching them the goals and objectives for the North Carolina *Standard Course of Study* and (b) helping them understand what the tests will measure.
2. Attend a test administration training session conducted by the school system or school test coordinator before each test administration and, if applicable, a training session on the use of accommodations (training provided solely by electronic medium is discouraged at this time).
3. Read and study thoroughly the test administrator's manual/guide before the actual test administration.
4. Read and study thoroughly the codified North Carolina [Testing Code of Ethics](#) before the test administration.
5. Maintain test security at all times during the handling of test materials.
6. Account for and record the number of secure test materials, including supplemental materials, before, during, and after the test administration, and notify the school test coordinator/principal immediately of any discrepancies.
7. Administer the test to all eligible students (State Board of Education policy [GCS-A-010](#) [16 NCAC 6D .0306]).
8. Conduct an unbiased administration of the tests according to the policies, procedures, and directions in the test administrator's manual/guide and any subsequent updates developed by the NCDPI Division of Accountability Services/North Carolina Testing Program.
9. Ensure each student tested has access to the appropriate test materials as specified in the test administrator's manual/guide.
10. Follow procedures for the distribution and collection of any supplemental materials as specified in the test administrator's manual/guide.
11. Attend training on the [Testing Students with Disabilities](#) and the [Guidelines for Testing Students Identified as Limited English Proficient](#) documents and published supplemental documents when accommodations will be provided to students, and follow the appropriate procedures for the use of accommodations during test administrations for students with disabilities and students identified as limited English proficient.

12. Monitor the test administration by moving quietly throughout the room and scanning the students' work areas to ensure students follow the test directions, perform the required tasks, do not share responses, and those eligible have access to required accommodations.
13. Assist students with emergencies (including restroom emergencies) during the test administration.
14. Remain in the room throughout the entire test administration unless there is an emergency (e.g., illness, necessary restroom break). In emergency situations, it is most appropriate to send the proctor for assistance. If an emergency arises and the test administrator must leave the room, the school test coordinator must be notified.
15. Read directions to the students as they are written in the test administrator's manual/guide.
16. Provide a positive test-taking environment (State Board of Education policy [GCS-A-010](#) [16 NCAC 6D .0306]), avoiding distracting behaviors (e.g., holding extended conversations with the proctor, reading newspapers or novels, eating, carrying out other personal or professional duties, or talking/texting on cell phones).
17. Under secure conditions in a group setting (i.e., three or more designated school personnel), review each student's answer sheet for completeness, correctness, and scannability (e.g., no pencil marks outside the bubbles or on the skunk marks, timing marks, lithocodes, or test identification numbers); students' responses are not to be modified during the reviewing process.
18. Follow the procedures established by the school system test coordinator for returning all used and unused testing materials and supplemental materials.
19. On the day of the occurrence, immediately document and report testing irregularities to the school test coordinator, who will ensure the irregularities are submitted in the Online Testing Irregularity Submission System (OTISS).

## **Proctor's Responsibilities**

According to State Board of Education policy [GCS-A-010](#) (16 NCAC 6D .0306), proctors shall serve as additional monitors to help the test administrator ensure testing occurs fairly and uniformly. The principal shall assign trained proctors for test administrations. A proctor shall be assigned regardless of the number of students being tested unless otherwise authorized by the NCDPI Testing and Accountability Program. The principal shall select proctors who are responsible adult community volunteers (i.e., age 18 or older and not enrolled as a student in the K-12 public school system), school staff, or school system staff. Parents or relatives (e.g., mother, grandparent, uncle, aunt) who serve as proctors should not proctor for their child or relative's test administration. Test administrators should not administer tests with a proctor who is a personal family member or a close acquaintance.

Proctors must attend a test administration training session before each test administration and understand and agree to carry out the duties described. The training session should thoroughly cover proctors' responsibilities as outlined in the *Proctor's Responsibilities* and in the *Monitoring Students during Test Administrations* sections of the test administrator's manuals/guides. Additionally, the proctor must read or review thoroughly the North Carolina [Testing Code of Ethics](#) and its sanctions. During training, proctors may be provided copies of the

proctor's responsibilities as outlined in the test administrator's manual/guide, [\*The Proctor's Guide\*](#) (published by the North Carolina Testing Program), the North Carolina [\*Testing Code of Ethics\*](#), and a sample of the online [\*Report of Testing Irregularity\*](#). Proctors are not to be provided copies of the test administrator's manual/guide.

Proctors are expected to work with the test administrator to ensure distractions and interruptions during the test administration are minimized. Proctors may not assist students in choosing responses to test questions and shall not, at any time, modify, change, alter, or tamper with student responses to test questions. At no time shall proctors be alone with secure test materials (e.g., student test books, answer sheets) nor be responsible for reading directions, test questions, or otherwise providing information for the test administration to students.

Proctors are not to pick up test materials from or return test materials to the school test coordinator at the beginning or the end of testing unless accompanied by the appropriate school personnel. The proctor must remain in the room throughout the entire test administration unless there is an emergency. Specifically, the proctor is to help the test administrator ensure the following:

1. Physical conditions in the room are appropriate for testing (e.g., seating, lighting, temperature) and order is maintained during the test administration.
2. Test security is maintained at all times.
3. Materials are appropriately distributed to each student. For example, the proctor is to assist the test administrator in making sure the (a) form letter, (b) grade level, and (c) color of each student's answer sheet and test book match.
4. Test administration procedures are followed.
5. Students are following the test directions, performing the required tasks, and not sharing responses.
6. Procedures, as directed by the test administrator, are followed when providing accommodations to students with disabilities and students identified as limited English proficient.
7. Distracting behaviors are avoided during testing, such as holding extended conversations with the test administrator, reading newspapers or novels, eating, carrying out other personal or professional duties, or talking/texting on cell phones.
8. Students with emergencies (including restroom emergencies) during the test administration are assisted.
9. The test administrator is assisted in following the procedures specified in the test administrator's manual/guide in the event that students misalign answers when responding to test items on a multiple-choice answer sheet (e.g., students are responding to the test questions and recording their answers in the wrong part of the answer sheet).
10. All testing irregularities are reported to the school test coordinator and/or principal on the day of the occurrence.



## D. Preparation for the Test Administration

### Limitations to Providing Instruction to Students on the Day of Testing

During the school year, teachers shall provide instruction that meets or exceeds the North Carolina [Standard Course of Study](#) to give students an opportunity to learn the objectives measured by the tests. School systems shall prohibit local staff from conducting any type of instructional activity related to the content being tested on the morning of the test administration or during the test administration. However, LEAs may elect to have review sessions in the afternoon after a test has been administered. In these instances, teachers must not jeopardize the security of the test forms. For example, students might approach a teacher and ask questions about test items. Teachers must not discuss test items with the students and should inform students they are not to share test items with others (e.g., students, teachers). Teachers should not use test items or information from students as the basis for additional instruction or review. Instead, teachers should provide instruction/review on the North Carolina [Standard Course of Study](#). Excerpts from the tests must not be used at any time during classroom instruction or in resource materials such as study guides.

In addition, teachers are not permitted to (1) discuss specific items from the tests with students or colleagues before, during, or after the test administration or (2) ask students which test questions were difficult. Before the designated test administration date and according to State Board of Education policy [GCS-A-010 \(16 NCAC 6D .0306\)](#), teachers may help students improve test-taking skills by:

1. helping students become familiar with the test format using curricular content;
2. teaching students test-taking strategies and providing practice sessions;
3. helping students learn ways of preparing to take tests; and
4. using online sample test items when they are made available through the NCDPI Accountability Services Division/North Carolina Testing Program.

Teachers should explain to students that the test administrator and proctor will move quietly throughout the room to scan the students' work areas to ensure students are following the test directions. While monitoring, test administrators and proctors are not to read test questions from students' test booklets or from computer monitors used for online assessments. Test administrators and proctors must be made aware of what they can and cannot do to assist students (see [Monitoring Students during Test Administrations](#)).

All test administrations must be conducted in an unbiased and uniform manner. For all tests, it is essential that the score represents the best estimate of the students' knowledge and mastery of the concepts. Before and during the test administration, the test administrator must promote an informative, positive, and supportive atmosphere in order to minimize student tension regarding the test. Before the first day of the test administration, the school should inform the students and parents (preferably in writing) about the purpose of the state test and that students:

1. Are scheduled to take test(s) surveying their knowledge and mastery of skills as specified in the North Carolina [Standard Course of Study](#);

2. Should attempt each question/prompt on the test;
3. Should bring two sharpened No. 2 pencils;
4. Should use the NCDPI Division of Accountability Services/North Carolina Testing Program issued/approved graph paper, if applicable;
5. Will be provided information regarding the use of calculators during the administration of North Carolina mathematics and science tests as specified in the test administrator's manuals/guides;
6. Should not bring extra blank paper, dictionaries, reference books, textbooks, cell phones, mp3 players, cameras, smartpens, music, thesauruses, or computers; and
7. Will be informed of any local and state policies regarding the use of test results.

For paper-and-pencil, multiple-choice tests, students should be taught to check for misalignment during instructional test preparation sessions conducted on days before the actual test administration. Students should be taught to check every tenth number to see if the question to which they are responding in the test book corresponds with the number of the bubble on the scannable answer sheet.

On days before end-of-grade mathematics test administrations, teachers should explain to students at grades 3–8 that the mathematics tests are divided into sections. Students should be instructed to check the section number printed repeatedly across the top margin of each page of their test books. The section number printed in the test book margin indicates the section number printed on the answer sheet in which students must mark their answers for the test questions.

For end-of-grade mathematics tests at grades 3–7 only, teachers should explain to students how they may check their test books and answer sheets to ensure they are working in the correct part of the mathematics test (i.e., calculator active or calculator inactive). For example, students should be instructed that the test books for the mathematics test have a drawing of a calculator centered in the top margin of each page of the calculator active test. Students are allowed to use a calculator for the calculator active mathematics test. The test books have a prohibition symbol pictured over a calculator centered in the top margin of each page of the calculator inactive test. Students are not allowed to use a calculator for the calculator inactive mathematics test. To guide students in marking their answers in the correct part of the answer sheet for the mathematics test (i.e., calculator active or calculator inactive), teachers should instruct students that the answer sheets, like the test books, have a calculator pictured in the calculator active part of the answer sheet and have a prohibition symbol over a calculator pictured in the calculator inactive part of the answer sheet.

## **Suspended Students**

According to North Carolina General Statutes [G.S. §115C–391\(b\)](#), “the principal of a school, or his/her delegate, shall have authority to suspend for a period of 10 days or less” (i.e., short-term suspension) “any student who willfully violates policies of conduct established by the local board of education.” When a student is suspended for a period of 10 days or less, the student shall be provided “the opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.”

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

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

The LEA decides if it will provide students with long-term suspensions the opportunity to take the appropriate state-mandated test(s). If the opportunity is provided, the school must make arrangements to test these suspended students in a location (e.g., central office, home) that is mutually agreeable to parents/guardians, and the school test coordinator must ensure test security is maintained and all procedures contained in the *Test Administrator's Manual* are followed throughout the test administration(s). The test results will be official and belong in the students' academic records, but results must not be included in any ABC or AYP data.

## **Testing Environment**

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

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

For all administrations of North Carolina tests, displaying information regarding either content being measured or test-taking strategies in any manner or form in the room during a test administration results in a misadministration. These displays must be covered or removed. Examples include, but are not limited to, “Tips for Taking Tests” displays, word lists, word walls, definitions, writing formulas, multiplication tables, and mathematical formulas/theorems. Failure to cover or remove these displays during a test administration may be considered a violation of the [Testing Code of Ethics](#). Test administrators must contact the school system test coordinator before the test administration if they have questions related to the testing environment.

## **Monitoring Students during Test Administrations**

A primary responsibility of the test administrator and proctor is monitoring the test administration. This responsibility means the test administrator and proctor should frequently walk quietly throughout the room. When the test administrator or proctor needs to sit during the test administration, the test administrator or proctor should position himself/herself so he/she has

an unobstructed view of and easy access to students.

Monitoring is an area where well-meaning test administrators and proctors may create problems and cause a testing irregularity. Test administrators and proctors are not to read test questions from open student test books or from computer monitors used for online assessments. Test administrators and proctors must be made aware of what they can and cannot do to assist students.

Test administrators and proctors cannot indicate answers to students. Some examples include but are not limited to:

- telling students to “look at that question again” or offering similar advice;
- making a facial expression, hand gesture, or utterance (e.g., coughing, clearing throat) to indicate approval or disapproval of the student’s response; and
- standing beside the desk, reading a question, looking at the student’s response, and then pointing to the correct answer or pointing to the question as if to indicate “read the question again because you have bubbled the wrong answer.”

Test administrators and proctors cannot help students:

- by explaining the directions in their own words;
- by explaining the meaning of any word in the directions, test questions, or answer choices;
- by rephrasing test questions;
- by translating a word or phrase into another language; or
- by providing synonyms for unknown words.

Each student must complete his or her own work without assistance in order for the scores to reflect the student’s ability. These rules allow all students in every classroom across the state to get exactly the same directions and hear the same words as they are printed in the manual. The test administrator can only repeat the directions.

## **Test Forms**

### **Paper-and-Pencil Test Forms:**

Different forms of the test are distributed at each testing site (i.e., classroom). The different forms are equated statistically and are parallel in content, so comparisons of performance within and across test administrations can be made. The forms differ in form letter, number (e.g., Form A1, Form A2, Form B1, Form B2, etc.), and color. Each student must use a test book and answer sheet of the same form letter and color; this is essential for correct scoring of student responses.

The answer sheets are interleaved (i.e., in a repeating series) by the different colors based on the unique form letter. The answer sheets must be distributed in the interleaved order in which they are received so the forms will be evenly distributed across all classrooms. (The school system test coordinator will provide the test administrator with enough interleaved answer sheets to accommodate all students.)

One form (i.e., same form letter and form number) of the test may be administered to a small group of students when (1) students with disabilities or students identified as limited English proficient are to have the test read aloud (in English) as a testing accommodation or (2) an interpreter/transliterator signs/cues a test as an accommodation to students with disabilities. A different form (i.e., a different letter) must be used for each of these types of testing sessions within a school. Note: Reading aloud or signing/cueing the selections, frames, test questions,

and/or answer choices from the tests designed to measure reading comprehension invalidates test results.

### **Online Test Forms:**

Different forms of the test are assigned to computers used for online testing. The different forms are equated statistically and are parallel in content, so comparisons of performance within and across test administrations can be made.

Because of the online delivery, one form of the test cannot be selected for a group of students. Therefore, 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.

### **Accounting For and Storing Test Materials**

According to State Board of Education policy GCS-A-001 (16 NCAC 6D .0302), school systems shall (1) account to the North Carolina Department of Public Instruction (NCDPI) for all tests received, (2) provide a secure (locked) facility for all tests received, (3) prohibit the reproduction of any or all parts of the tests, and (4) prohibit their employees from disclosing the general content of the tests or specific items contained in the tests to persons other than authorized employees of the local education agency (LEA). Secure test materials may be stored at the school only for a short period before and after the test administration. Every effort must be made to minimize school personnel access to secure state tests before and after each test administration.

The principal shall account for all test materials received and shall ensure test security within the school building. The principal shall store test materials in a secure (locked) facility except when in use, as established by State Board of Education policy GCS-A-010 (16 NCAC 6D .0306), the *Testing Code of Ethics*. The principal shall establish a procedure to have test materials distributed immediately before each test administration. Before each test administration, the school test coordinator shall accurately count and distribute test materials to each test administrator.

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

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

## Calculator Use

All students must have access to calculators that meet the minimum (at least) requirements during the administration of North Carolina tests, when applicable. Students are to use calculators that are similar to those used during classroom instruction in the current school year. Students who regularly use more than one calculator during classroom instructional activities may be permitted to use more than one calculator during the test administration. Students may use calculators with more than the minimum requirements (e.g., fraction keys, graphing capabilities) provided that those additional features are not prohibited. However, school systems should be cautioned that the use of these features (e.g., fraction keys, graphing capabilities) without prior training may confuse students. This may adversely affect their performance during the test administration.

**Restrictions:** Students are not allowed to share calculators during test administrations. The following calculator functionalities are not permitted for use on North Carolina tests:

- Calculators with wireless communication technologies (e.g., Bluetooth, Infrared)
- Calculators with built-in computer algebra systems (CAS) capable of doing symbolic algebra (i.e., factoring, expanding, or simplifying given variable output), or symbolic calculus
- Pocket organizers
- Handheld or laptop/notebook computers
- Calculators built into cellular phones or other electronic communication devices
- Calculators that have pen input/stylus-driven devices
- Calculators requiring access to an electrical outlet (except for students needing special accommodations)
- Calculators that make noises of any kind that cannot be disabled (except for students needing special accommodations)
- Calculators that use a QWERTY (typewriter-style) keyboard
- Calculators that use paper tape

The following list contains examples of calculators not permitted for use on North Carolina tests. The list is not all-inclusive. If the school system test coordinator believes calculator brands other than those listed below may need to be restricted, the test coordinator must contact the regional accountability coordinator (RAC) for clearance before use.

- Texas Instruments: All model numbers that begin with TI-89 or TI-92; Voyage 200; N-Spire CAS
- Hewlett-Packard: hp 48GII and all model numbers that begin with hp 40G, hp 49G, or hp 50G
- Casio: Algebra fx 2.0, ClassPad 300, and all other model numbers that begin with CFX-9970G

Texas Instruments TI-Nspire calculators without CAS are allowed only in the following two cases: 1) with the TI-84 Plus keypad and (2) with the Nspire keypad using operating system 1.7 or higher with both “Limit geometry functions” and “Disable function grab and move” invoked in Press-to-Test mode.

Before beginning and immediately following testing that requires calculator use, the calculator memory and all applications (including preloaded) must be cleared from all calculators that will be used during each administration of the test. Only the test administrator or principal's designee is allowed to clear the calculator memory and applications of all calculators before and after the

administration of the test. Procedures for clearing the calculator memory (including standard memory, ROM, and Flash ROM) that are appropriate for the specific calculator model(s) must be used.

Students must be informed that if they use their personal calculators, the calculator memory and all applications (including preloaded) must be cleared before and after the test administration. Students who still wish to use their own calculators must be told before the test day to back up all data and programs that they wish to save. After the test administration, the test administrator or principal's designee should enable the memory and applications of the students' calculators.

The test administrator or principal's designee should use caution when clearing calculators because different calculators require different procedures. In some cases the calculator's memory and applications are cleared or disabled and in others they are deleted (permanently removed). Comprehensive clearing procedures for calculators most frequently used in the state are available in the [Methods on Clearing Calculator Applications and Memory](#) section of this handbook.

Note: As curricula and technology change, the policy concerning technology use with North Carolina tests will be reevaluated.

## The Minimum (At Least) Calculator Requirements

The minimum (at least) calculator requirements for each state test that requires calculator use are listed in the following chart. Additional features (e.g., graphing features) that are not prohibited are allowed but are not required.

Test	Minimum (At Least) Calculator Requirements
<b>End-of-Grade Tests Mathematics</b> Grades 3–5	➤ Four-function calculator with memory key
<b>End-of-Grade Tests Mathematics</b> Grades 6–8	➤ Any four-function calculator with a square root function, $y^x$ , $\pi(\pi)$ , and algebraic logic
<b>End-of-Grade Test Science</b> Grade 5	➤ Four-function calculator with memory key
<b>End-of-Grade Test Science</b> Grade 8	➤ Any four-function calculator with a square root function, $y^x$ , $\pi(\pi)$ , and algebraic logic
<b>NCEXTEND2 EOG Mathematics</b> Grades 3–5	➤ Four-function calculator with memory key
<b>NCEXTEND2 EOG Mathematics</b> Grades 6–8	➤ Any four-function calculator with a square root function, $y^x$ , $\pi(\pi)$ , and algebraic logic
<b>NCEXTEND2 EOG Science</b> Grade 5	➤ Four-function calculator with memory key
<b>NCEXTEND2 EOG Science</b> Grade 8	➤ Any four-function calculator with a square root function, $y^x$ , $\pi(\pi)$ , and algebraic logic
<b>NCEXTEND1 Mathematics</b> Grades 3–8 and 10	➤ Four-function calculator including adapted calculators
<b>End-of-Course Tests</b> Algebra I	➤ Graphing calculator

## **Precoded Multiple-Choice Answer Sheets**

The Student Background Information must be coded before testing begins. The school system may elect to (1) precode the answer sheets, (2) direct the test administrator to code the Student Background Information, or (3) direct the students to code the Student Background Information. For North Carolina multiple-choice tests, the school system may elect to precode some or all of the Student Background Information for SIDE 1 of the multiple-choice answer sheets. The precoded responses come from the schools' NC WISE database. Precoded answer sheets provide schools with the opportunity to correct or update information in the NC WISE database. In such cases, the test administrator must ensure the precoded information is accurate. To prepare for the test administration, the test administrator must know what information will be precoded on the student answer sheets. Directions for instructing students to check the accuracy of these responses are located in the test administrator's manuals/guides. All corrections for precoded responses must be provided to the person designated by the school system test coordinator. The students and the test administrator must not change, alter, or erase precoding on students' answer sheets.

### May Be Precoded on Multiple-Choice Answer Sheets for Operational Tests:

- Student's first and last name
- Date of birth
- NC WISE pupil number

## **Student ID Numbers**

In order to identify student records for testing and accountability, a unique student identification number is required on student answer sheets. School systems are to use the NC WISE pupil number on the student answer sheet.

## **Unexpected School Closings, Inclement Weather, or Student Dismissals and Testing Requirements**

Unexpected school closures and student dismissals are determined locally.

The North Carolina Department of Public Instruction (NCDPI) recognizes the health and safety of the school community comes first. In the event an LEA or school is unable to administer state tests according to state-designated testing windows due to unexpected school closings, inclement weather, or student dismissals, LEAs and schools are to follow the procedures listed below:

1. The LEA/school must notify the regional accountability coordinator (RAC) of the school closing, impending weather condition, or student dismissal.
2. State tests (i.e., Regular administration and/or Retest) must be rescheduled to begin no later than the second day the school is back in session.
3. The LEA/school must submit all scores (i.e., Regular and Retest) to the NCDPI by the data submission deadline unless an exception is requested and granted (see #4 below).
4. The LEA/school may request an extension for submitting scores if the LEA/school has evidence that shows the unexpected school closing, inclement weather, or dismissal impacted its ability to meet the NCDPI data submission deadline. Requests must be submitted via receipted mail by the LEA superintendent or charter school director to the

Director of Accountability Services, 6314 Mail Service Center, Raleigh, North Carolina 27699-6314. The request must include the following information:

- a. Name of the LEA and/or school
- b. LEA/School code
- c. A justification explaining the reason the unexpected school closing, inclement weather, or student dismissal impacts the ability to submit scores by the NCDPI data submission deadline
- d. Earliest date when all scores can be submitted to the NCDPI

The LEA superintendent, charter school director, and/or test coordinator is to contact the RAC with any questions regarding these procedures.

For writing assessments at grade 10, school systems must adhere to the guidelines established for rescheduling to ensure the validity of results and to be fair to all students and schools. The guidelines are distributed to the regional accountability coordinators before the designated writing assessment date.

## Testing Students Outside the Testing Window

In rare cases in which special circumstances (e.g., family emergency, family relocation) may exist that preclude an individual student from being tested during a state testing window, including makeup dates (i.e., before or after the testing window), schools may request to administer the test to the student outside the testing window. The school must send the LEA test coordinator a written request for review. The letter of request must include the following information:

- Name and LEA school code of the requesting school;
- Name(s) of student(s) to be tested outside of the testing window;
- Test name(s) (e.g., grade 8 EOG mathematics, EOC test of biology);
- Dates of the school's regular testing window;
- Specific reason for the special administration (e.g., family emergency, family relocation);
- Date the student is scheduled to return to school (if applicable);
- Intended date(s) of the special administration (request must include dates for a Regular and Retest 1 administration, if needed);
- Description of the procedures that will be used to ensure the security of the test(s) will be maintained; and
- LEA test coordinator's contact name, phone number, and email address.

If approved by the LEA, the LEA test coordinator must send the written request to the appropriate Regional Accountability Coordinator (RAC). The RACs will review the requests and provide an emailed approval or denial response to the LEA test coordinator.

*A Request to Test Students Outside the Testing Window* should not be used in place of a request for a [medical exception](#). A medical exception should be requested when a student is unable to test during the testing window, including makeup dates due to a significant medical emergency and/or condition (e.g., final stages of terminal or degenerative illness, comatose, receiving extensive short-term medical treatment). However, a request to test outside the testing window is appropriate in a situation where a student with a medical condition is expected to be able to take the test before or just after the designated testing window (e.g., surgery scheduled during testing

window).

Contact your LEA test coordinator with any questions.

## E. Scoring and Reporting

### Requirement to Report Student Scores

According to State Board of Education policy [GCS-A-001](#) (16 NCAC 6D .0302), school systems shall, at the beginning of the school year, provide information to students and parents or guardians advising them of the districtwide and state-mandated tests students will be required to take during the school year. In addition, school systems shall advise students and parents or guardians of the dates the tests will be administered and how the results from the tests will be used. Also, information provided to parents shall include whether the State Board of Education or local board of education requires the test(s). School systems shall report scores resulting from the administration of districtwide and state-mandated tests to students and parents or guardians along with available score interpretation information within 30 days from the generation of the score at the school system level or receipt of the score and interpretive documentation from the North Carolina Department of Public Instruction (NCDPI).

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

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

### Confidentiality of Student Scores

Any written material containing personally identifiable information from the student's educational records (i.e., identifiable scores of individual students on tests) 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](#).

### Students Receiving Services at a Visited School

It is important that LEAs and schools understand the policies and procedures for including all students attending a school (whether in membership, cross enrolled, or visiting) in the State Testing and Accountability Programs. For policy and procedures regarding students receiving services at a visited school, refer to the [Students Receiving Services at a Visited School](#) document located in the back of this handbook in Section S, Resource Documents.

## **Scanning, Scoring, and Reporting**

The school system test coordinator establishes the schedule for scanning and scoring North Carolina multiple-choice tests at the LEA level. Scanning, scoring, and initial district school-level reporting occur at the LEA level. The school system test coordinator (1) provides the results (reports) from the test administrations soon after scanning/scoring is completed and (2) stores all used multiple-choice answer sheets in a secure (locked) facility for six months following the return of test scores. After six months, the used multiple-choice answer sheets are recycled or destroyed in a secure manner in accordance with NCDPI procedures.

## F. Test Administration Information

### Uniformity of Test Administration

All tests that are part of the North Carolina Testing Program require a standardized process of administration. In order for test results to be valid, all procedures included in the test administrator's manuals/guides must be followed. The test administrators must follow and present the directions as written in the test administrator's manuals/guides. It is a violation of the [\*Testing Code of Ethics\*](#) to omit, rewrite, or paraphrase orally or in writing the instructions presented in the test administrator's manuals/guides without the prior written consent of the NCDPI Division of Accountability Services/North Carolina Testing Program.

Directions for distributing test materials such as blank paper, graph paper, calculators, and pencils must be followed. Placing the test materials on students' desks before beginning the test administrations is a violation of the procedures outlined in the test administrator's manuals/guides and the [\*Testing Code of Ethics\*](#). In order to administer statewide tests to North Carolina students in a fair and equitable manner, only the testing materials specified in the test administrator's manual/guide or part of an approved procedural accommodation are allowed during the test administration. Other materials (e.g., bookmarks, food, drink, candy, multiplication tables, textbooks, thesauruses, cell phones, mp3 players, cameras, smartpens, and music) or procedures (e.g., taping reference tables, word lists, "Tips for Taking Tests," or mathematical formulas on students' desks) are not permitted during the administration of secure tests.

Only approved supplemental materials may be used during the test administration. Students may use color acetate overlays during the regular administration of state tests. Students may also use highlighters in the test books for all state-developed tests. For the state writing tests at grade 10, students must not highlight final compositions in the test books to be scored as this may cause bias during the scoring process. For all state tests, students must not highlight the side of a scannable sheet containing the coded bubbles to be scanned.

While most test administrators and proctors may have conducted or proctored similar testing sessions previously, test administrators and proctors must receive training each testing cycle before administering or proctoring any secure state test. In addition, the test administrator must study the designated manual before the test administration, ensuring uniform test administration procedures are followed throughout North Carolina.

### Misalignment during Testing

Misalignment occurs during a multiple-choice test administration when the item number being coded on the answer sheet does not match the item number of the question being answered in the test book. Procedures for local staff to follow in the event that misalignment occurs during the administration of the test are to be discussed during training. These procedures are listed below.

If, after being checked at the beginning of the actual test administration, a student is observed not marking the number on the answer sheet that matches the number of the test question, the test administrator must use his/her best judgment to determine whether the error can be corrected during the testing session. If so, in the least disruptive manner possible, the test administrator should notify the student that the responses are misaligned.

Note: Local personnel are not permitted to tamper with (e.g., alter, change, modify, erase) student responses to test questions on the answer sheets.

1. In some cases, it may be appropriate to determine where the misalignment occurred, guide the student to move/recode responses so the coded bubbles are in alignment, and allow the student to continue the test.
2. In some cases, it may be appropriate to guide the student in getting back in alignment and direct the student to continue answering questions for the test. The student should be told that he or she will receive help after finishing the rest of the questions to be coded. Once the student completes these questions, the test administrator can guide the student with the coding that is not in alignment. The student moves/recodes responses so the coded bubbles are in alignment on the answer sheet.

Note: In rare cases, the test administrator may elect to tell the student to begin responding to test questions by circling the correct response in the test book. After the test administration ends, the test administrator or other designated school official guides the student, under secure conditions in a group setting (i.e., three or more designated school personnel), to correct the errors coded on the answer sheet as well as to transfer circled responses from the test book to the answer sheet. However, for state tests that have a maximum time allowed for the test administration, students must not receive extra time beyond the maximum time to correct the errors.

3. In some cases, it may be appropriate to end the test session for the student and complete a Report of Testing Irregularity so the student can be rescheduled to take another form of the test at a later date.

## **Student Emergencies and Restroom Breaks during Testing**

The NCDPI strongly recommends all students have an opportunity to use the restroom before beginning the test administration. If a student must leave the room during the test administration because of an emergency (e.g., becoming ill or requiring a visit to the restroom), the student must be accommodated. All test materials must remain in the room.

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

- To the extent possible, only one student at a time is to be excused to the restroom.
- The student's test materials must be secured (i.e., the answer sheet placed inside the test book as a place holder and the test book closed; secure online test items must not be visible on the computer monitor).
- The test administrator must note the time the student left the room to ensure the student has the allotted amount of time to complete the test upon return.
- If necessary, an appropriate member of the school staff may accompany the student to the restroom.

## **Limited English Proficient Students and Testing Accommodations**

On a case-by-case basis where appropriate documentation exists, students identified as limited English proficient may receive testing accommodations. The need for accommodations must be documented before testing. Copies of this documentation must be kept at the school and made available to test coordinators. The accommodations must be used routinely during the students'

instructional program and similar classroom assessments. Test administrators conducting test administrations with accommodations must be trained in the provision of the specific accommodation(s) before the test administration by the school system test coordinator or designee. For information regarding appropriate testing procedures, test administrators who provide accommodations for students identified as limited English proficient must refer to the most recent publication of [Guidelines for Testing Students Identified as Limited English Proficient](#) and any published supplements or updates. This publication is available through the local school system or at <http://www.ncpublicschools.org/accountability/policies/slep/>.

## **Students with Disabilities and Testing Accommodations**

On a case-by-case basis where appropriate documentation exists, students with disabilities, including students only receiving services under Section 504, may receive testing accommodations. The need for accommodations for students must be documented in the students' current Individualized Education Programs (IEPs) or Section 504 Plans. The accommodations must be used routinely during the students' instructional programs and similar classroom assessments. Test administrators conducting test administrations with accommodations must be trained by the school system test coordinator or designee in the provision of the specified accommodations before the test administration.

The superintendent or superintendent's designee, usually the LEA test coordinator, is responsible for ensuring secure test materials are properly ordered. For ordering purposes, requests for Braille editions, large print editions, and one test item per page editions must be entered into the LEA-approved accommodations management system (i.e., CECAS, NC WISE, or an LEA-approved third party application) according to the timeline established within the Testing Accommodations Collection Schedule. This schedule is available to LEA test coordinators through the [Testing News Network](#) (TNN). Any information entered into the system beyond the dates specified in the collection schedule must also be submitted directly to the LEA test coordinator at least 30 working days before the actual test administration date. Testing accommodations information must be accurate within the accommodations management systems in order to ensure adequate production, quality control, and delivery time of the special print versions.

Special print version requests other than those specified in this publication must be submitted by an [Accommodation Notification Form](#). For additional information regarding appropriate testing procedures and accommodations, test administrators who provide accommodations for students with disabilities must refer to the most recent publication of [Testing Students with Disabilities](#) and any published supplements or updates. This publication is available through the local school system or at <http://www.ncpublicschools.org/accountability/policies/tswd>.

## **Students with Transitory Impairments and Section 504**

Section 504, part of the Rehabilitation Act of 1973, is a federal law designed to protect the rights of students with disabilities who attend schools receiving federal financial assistance. To be protected under Section 504, a student must be determined to (1) have a physical or mental impairment that substantially limits one or more major life activities, or (2) have a record of such an impairment, or (3) be regarded as having such an impairment [[ADA Amendments Act of 2008, Section 3 \(1\)\(A–C\)](#)].

A student is not regarded as an individual with a disability if the impairment is transitory and minor ([ADA Amendments Act of 2008, Section 3 \[3\]\[B\]](#)). A transitory impairment is an

impairment with an actual or expected duration of six months or less. A transitory impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time.

The issue of whether a transitory impairment is substantial enough to be a disability must be resolved on a case-by-case basis with respect to each individual student, taking into consideration both the duration (and expected duration) of the impairment and the extent to which the impairment limits one or more major life activities of the affected student. Eligibility decisions are made by a school-based committee, which includes persons knowledgeable about the student.

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

## **Review of Accommodations Used During Testing**

For all state-mandated test administrations, students' use of accommodations must be documented in their current Individualized Education Programs (IEPs), Section 504 Plans, limited English proficiency (LEP) documentation, or transitory impairment documentation. Before test administrations, the [\*Review of Accommodations Used During Testing\*](#) form must be used to record the required testing accommodations documented on a student's IEP, Section 504 Plan, LEP documentation, or transitory impairment documentation. During the test administration, the test administrator must use the form (1) to indicate if the accommodation was provided to the student during testing, (2) to describe how the accommodation was provided to the student, (3) to record if the student used the accommodation, and (4) to explain how the accommodation was used. One form is to be completed per test. Completed forms should be kept in the students' IEP folders and/or Section 504/LEP/transitory impairment documentation so they are accessible for future reference.

## G. Testing Irregularities and Misadministrations

### Testing Irregularities

The test administrator or proctor must report any alleged testing violation or testing irregularity to the school test coordinator on the day of the occurrence. The school test coordinator must contact the school system test coordinator immediately with any allegation of a testing violation. The school test coordinator must then conduct a thorough investigation and complete the [Report of Testing Irregularity](#) provided through the [Online Testing Irregularity Submission System](#) (OTISS). (Please note that persons reporting irregularities on OTISS must first receive training and a password from the LEA test coordinator.) The irregularity form must be submitted to the school system test coordinator within five days of the test administration. Different incidents must be documented on separate reports of testing irregularities even when the incidents occur during the same test administration in the same room. For example, if one student is disruptive during testing and another student becomes ill during the administration of the test, two separate reports of testing irregularity must be filed by either the test administrator or the proctor. If the superintendent or school system test coordinator declares a misadministration, the misadministration must be documented and reported using appropriate procedures outlined in OTISS.

Examples of testing irregularities include, but are not limited to:

1. Failing to follow the procedures as described in the test administrator's manual/guide;
2. Failing to administer the secure NCDPI-designated form(s) of the tests on the test date or during the testing window designated by the NCDPI Division of Accountability Services/North Carolina Testing Program;
3. Failing to follow the test schedule procedures or makeup test schedule designated by the NCDPI Division of Accountability Services/North Carolina Testing Program;
4. Failing to test all eligible students (State Board of Education policy [GCS-A-010](#) [16 NCAC 6D.0306]);
5. Administering tests to ineligible students;
6. Interpreting, explaining, or paraphrasing the test directions or the test items (State Board of Education policy [GCS-A-010](#) [16 NCAC 6D.0306]) to include answer choices or the writing prompt;
7. Leaving students unsupervised with access to secure test materials;
8. Allowing students to review secure test materials before the test administration;
9. Giving students instruction related to the concepts measured by the tests on the morning of the test administration or during the test administration session;
10. Failing to cover or remove classroom displays that provide information regarding test-taking strategies or the content being measured by the test;
11. Paraphrasing, omitting, revising, or rewriting the script or the directions contained within the test administrator's manual/guide;

12. Providing students with additional time beyond the designated maximum time specified in the test administrator's manual/guide (except for students with documented special needs requiring accommodations, such as *Scheduled Extended Time*);
13. Cheating;
14. Illness during testing;
15. Reading or tampering with (e.g., altering, changing, modifying, erasing, or scoring) student responses to the test questions by school district personnel;
16. Failing to return the originally distributed number of test materials (e.g., test booklets, answer sheets, test administrator's manuals/guides) to designated school personnel;
17. Providing accommodations to students who are not eligible to receive them;
18. Failing to follow appropriate procedures for providing testing accommodations;
19. Failing to provide approved accommodations to the appropriate students; and
20. Allowing access to the tests to school or district personnel who do not have a legitimate need.

## **Misadministrations**

School systems must monitor test administration procedures. According to State Board of Education policy [GCS-A-001](#) (16 NCAC 6D .0302), if school officials discover any instance of improper administration and determine that the validity of the test results has been affected, they must notify the local board of education, order the affected students to be retested, and declare a misadministration. Only the superintendent and the school system test coordinator have the authority to declare misadministrations at the local level. When a misadministration is declared, the affected students must be administered another secure form of the test (i.e., a different letter) as soon as possible following the misadministration. Only scores resulting from a valid test administration should be included in students' permanent records, used for placement decisions, or used for accountability purposes. All misadministrations must be documented and reported using the appropriate procedures outlined in the [Online Testing Irregularity Submission System \(OTISS\)](#).

## **Reporting Testing Irregularities Online**

The North Carolina Testing Program collects all testing irregularities using the [Online Testing Irregularity Submission System](#) (OTISS). OTISS is designed to expedite reporting testing irregularities, to create a secure electronic record of an exchange of information, and to increase the efficiency of testing irregularities investigations. Persons reporting irregularities on OTISS must first receive training and a password from the LEA test coordinator. Based on the severity of the testing irregularity reported, the completion of [checklists](#) and an [action plan](#) may be required. Checklists are comprehensive and provide the necessary steps and guidance for filing irregularities and completing investigative measures. In addition to the checklists, an action plan that targets the areas of concern and outlines corrective actions may be required. The action plan involves establishing goals, developing steps with completion dates to achieve the goals, and designating roles and responsibilities for those implementing the action plan.

## **Online Testing Irregularities Submission System Checklist**

To assist LEAs in the process of collecting information and conducting a thorough investigation of alleged testing violations, a copy of the investigation [checklist](#) for the school test coordinator is available in the “Miscellaneous Forms and Notices” section of this handbook and in the NCDPI [Online Testing Irregularities Submission System](#) (OTISS).



## H. Participation in the North Carolina Testing Program

[North Carolina Testing Program Assessment Options Grades 3–8](#)  
[North Carolina Testing Program Assessment Options Grades 9–12](#)

All eligible students are to participate in the North Carolina statewide testing program. State Board of Education policy [GCS-C-021](#) (16 NCAC 6G .0312) requires students with disabilities and students identified as limited English proficient (LEP) to be included in the statewide testing program.

There are three ways students may participate in the North Carolina statewide testing program:

- Standard test administration.
- Standard test administration with accommodations. On a case-by-case basis and where appropriate documentation exists, students identified as limited English proficient (LEP) and students with disabilities may receive testing accommodations. The need for accommodations must be documented in the student's appropriate LEP documentation, current IEP, or Section 504 Plan. The accommodations must be used routinely during the student's instructional program and similar classroom assessments.
- Alternate Assessments. Students with disabilities who meet specific eligibility criteria may be assessed using alternate assessments. Available alternate assessments include:
  - ***NCEXTEND2***: The ***NCEXTEND2*** is an alternate assessment for students with disabilities who are working toward grade-level achievement but are having continued difficulty in making progress in the same time frame as students without disabilities. The ***NCEXTEND2*** EOG may be used as an alternate assessment in the areas of reading and mathematics at grades 3–8 and science at grades 5 and 8. The ***NCEXTEND2*** is a modified multiple-choice assessment based on modified (grade-level) achievement standards. The assessment format involves use of shortened passages, simplified language, fewer test items, and fewer answer choices to assess students with disabilities against modified (grade-level) achievement standards. Students are permitted to use appropriate accommodations during the administration of ***NCEXTEND2*** assessments.
  - ***NCEXTEND1***: Eligible students with disabilities who have significant cognitive disabilities may participate in the ***NCEXTEND1*** instead of taking the standard test with or without accommodations. The ***NCEXTEND1*** is a standardized task-based assessment with tasks aligned to the North Carolina *Standard Course of Study* Extended Content Standards. The ***NCEXTEND1*** may be used as an alternate assessment in the areas of reading and mathematics at grades 3–8 and grade 10; writing at grade 10; and science at grades 5, 8, and 10.

In rare cases, students, deemed medically fragile because of a significant medical emergency and/or condition and unable to participate in a specific test administration, may be granted a medical exception. The principal or school test coordinator must contact the school system test coordinator for procedures on how to request a medical exception. All medical exceptions must be approved by the Division of Accountability Services/North Carolina Testing Program. Each year the NCDPI sends a letter to the school system outlining the procedures to follow when

requesting a medical exception. (See [Process for Requesting Testing Exceptions Based on Significant Medical Emergencies and/or Conditions](#)).

## I. Testing Calendars

### **North Carolina Statewide Testing Calendar 2011–2012**

The North Carolina statewide testing calendar for the 2011–2012 school year may be found at <http://www.ncpublicschools.org/docs/accountability/testing/calendars/testingcalendar1112.pdf>.

### **Required Testing for 2011–2012**

The North Carolina Testing Program chart of required testing for the 2011–2012 school year may be found at <http://www.ncpublicschools.org/docs/accountability/1112nctestingprogram.pdf>.

### **2011–2012 ABCs, AYP, and NCLB Testing Requirements for the North Carolina Testing Program**

The ABCs, AYP, and NCLB testing requirements for the 2011–2012 school year are found at <http://www.ncpublicschools.org/docs/accountability/1112nclbabcsayp.pdf>.



## **J. State Board of Education Policies and Legislative Requirements**

This section contains State Board of Education Policies and other legislative requirements for the North Carolina Testing Program.

### **Appropriate Use of State Tests/Testing Program Documents**

- [State Board of Education Policy GCS-A-004](#)—Policy delineating the appropriate use of state tests
- [State Board of Education Policy GCS-A-009](#)—Policy regarding rules, guidelines, and procedures governing the NC Testing Program

### **Test Security**

- [State Board of Education Policy GCS-A-010 \(16 NCAC 6D.0306\)](#)—Policy adopting a testing code of ethics

### **ABCs Accountability Program Including Adequate Yearly Progress (AYP)**

- [State Board of Education Policy GCS-C-020](#)—Policy delineating the components of the ABCs Accountability Program, including Adequate Yearly Progress (AYP)
- [State Board of Education Policy GCS-C-021](#)—Policy providing annual performance standards under the ABCs Model
- [State Board of Education Policy GCS-C-022](#) (16 NCAC 6G.0313)—Policy providing accountability standards under the ABCs Model for alternative schools
- [State Board of Education Policy TCS-U-001](#)—Policy outlining accountability requirements for charter schools
- [State Board of Education Policy GCS-C-013](#)—Policy for incorporating alternative and special schools in the ABCs

### **Required K–2 Assessments**

- [State Board of Education Policy GCS-C-016](#)—Policy regarding required K–2 assessments

### **End-of-Grade Tests of Mathematics and Reading Comprehension**

- [State Board of Education Policy GCS-C-018 \(GS §115C-174.11\)](#)—Policy delineating achievement level ranges for the NC End-of-Grade Tests in Reading and Mathematics at Grades 3–8, Science at grades 5 and 8, and the NC Writing Assessments at Grade 10

### **End-of-Grade Test of Science—Grades 5 and 8**

- [State Board of Education Policy GCS-C-020](#)—Policy delineating the components of the ABCs Accountability Program including Adequate Yearly Progress (AYP). The *No Child Left Behind Act* of 2001 requires the science assessments at elementary, middle, and high school be administered but does not require they be used for calculating AYP.

### **Writing Assessment—Grade 10**

- [State Board of Education Policy GCS-C-018 \(GS 115C-174.11\)](#)—Policy delineating achievement level ranges for the North Carolina Writing Assessment at Grade 10

- [State Board of Education Policy GCS-A-014](#)—Policy delineating the test development process for the North Carolina Writing Assessment

## End-of-Course Tests

- [State Board Policy GCS-C-010](#)—Policy setting the academic achievement standards (cut scores) and achievement level descriptors for the end-of-course tests
- [State Board of Education Policy GCS-N-004 \(16NCAC 6D .0503\)](#)—Policy delineating state graduation requirements
- [State Board of Education Policy GCS-C-003 \(16 NCAC 6D.0305\)](#)—Policy delineating use of end-of-course tests for accountability
- [State Board of Education Policy GCS-L-004](#)—Policy outlining standards to be incorporated into the electronically generated high school transcript; summary of standards for calculating the weighted grade point average and class rank of NC public high school transcripts
- [State Board of Education Policy GCS-M-001](#)—Policy defining “Course for Credit”

## Testing Students with Limited English Proficiency

- [State Board of Education Policy GCS-A-007](#)— Policy delineating the guidelines for the testing of students with limited English proficiency
- [State Board of Education Policy GCS-A-011](#)—Policy outlining the use of limited English proficient testing accommodations and eligibility for participation in the state-designated assessment
- [State Board of Education Policy GCS-A-012](#)—Policy delineating the annual measurable achievement objectives for NCLB Title III requirements for students identified as limited English proficient
- [State Board of Education Policy GCS-K-000 \(16 NCAC 6D.0106\)](#)—Policy establishing guidelines for Limited English Proficient Programs
- [State Board of Education Policy GCS-C-021 \(16NCAC 6G.0312\)](#)—Policy providing annual performance standards under the ABCs Model

## Testing Students with Disabilities

- [State Board of Education Policy GCS-C-021 \(16 NCAC 6G .0312\)](#)—Policy providing annual performance standards under the ABCs Model

## Graduation Requirements

- [State Board of Education Policy GCS-N-004 \(16 NCAC 6D .0503\)](#)—Policy delineating state graduation requirements
- [State Board of Education Policy GCS-L-001](#)— Policy giving the local school boards of education the authority to exceed minimum graduation requirements

## Test Development Process for Multiple-Choice Tests

- [State Board of Education Policy GCS-A-013](#)—Policy delineating the test development process for multiple-choice tests

## Other Policies Related to the North Carolina Testing Program

- [State Board of Education Policy GCS-A-001 \(16 NCAC 6D. 0302\)](#)—Policy governing test administration in the public schools

- [\*\*State Board of Education Policy GCS-A-002 \(16 NCAC 6D.0303\)\*\*](#)—Policy governing the role of the testing coordinator



## **K. North Carolina Statewide Assessments**

This section provides information on the following statewide assessments:

- W-APT™ and ACCESS for ELLs®
- End-of-Grade Tests—Reading Comprehension and Mathematics at Grades 3–8
- End-of-Grade Test—Science at Grades 5 and 8
- North Carolina Writing Instruction System
- North Carolina Writing Assessment at Grade 10
- End-of-Course Tests



## W-APT™ and ACCESS for ELLs®

[Guidelines for Testing Students Identified as Limited English Proficient](#)

### State Policies for Testing Students Identified as Limited English Proficient

Per State Board of Education policy [GCS-A-011](#), to be identified as limited English proficient, students must be assessed using the state English language proficiency identification test at initial enrollment. Thereafter, all students identified as limited English proficient must be annually assessed using the state English language proficiency test administered to satisfy the NCLB Title III requirements during the state-designated testing window.

The WIDA ACCESS Placement Test, also known as the W-APT™, is the state-designated English language proficiency identification test. The ACCESS for ELLs® is the annually administered state-designated English language proficiency test.

According to State Board of Education policy [GCS-C-021 \(16 NCAC 6G .0312\)](#), all students identified as limited English proficient must be included in the statewide testing program's standard test administration with or without accommodations. However, schools must exempt students from being assessed on the reading end-of-grade assessments and the grade 10 North Carolina writing assessment if the students are identified as limited English proficient and score below Level 4.0 Expanding on the state-identified English language proficiency reading placement test and are in their first year in U. S. schools. Consequently, students who are in their first year in U.S. schools and who have scored below Level 4.0 Expanding on the reading section of the state-identified English language proficiency placement test shall not be included in either growth, the performance composite, or AYP determinations for reading or mathematics. For purposes of determining participation, the state-identified English language proficiency reading test will be used as reading participation for students identified in this section and participation in the state-identified English language proficiency writing test will be used as writing participation for students identified in this section.

Students previously identified as limited English proficient, who have exited limited English proficient identification during the last two years (known as Monitored Former LEP students [MFLEP]), must be included by schools in the calculations for determining the status of the limited English proficient subgroup for AYP only if that subgroup already met the minimum number of 40 students required for a subgroup.

If a student scores below Level 5.0 Bridging on the reading subtest of the W-APT™/ACCESS for ELLs®, the student is eligible to receive state-approved LEP testing accommodations on all state tests other than the state writing assessment at grade 10.

If the student scores Level 5.0 Bridging or above on the reading subtest of the W-APT™/ACCESS for ELLs® or exits LEP identification, the student must participate in all state tests (other than the state writing assessment at grade 10) without accommodations.

Subtest	1 Entering	2 Beginning	3 Developing	4 Expanding	5 Bridging	6 Reaching
Reading	<b>Eligible to Receive State-Approved LEP Testing Accommodations for All State Tests other than the State Writing Assessment</b>				Must Participate in General State Test Administration without LEP Testing Accommodations	

If a student scores below Level 5.0 Bridging on the writing subtest of the W-APT™/ACCESS for ELLs®, the student is eligible to receive state-approved LEP testing accommodations on the state writing assessment.

If the student scores at Level 5.0 Bridging or above on the writing subtest of the W-APT™/ACCESS for ELLs® or exits LEP identification, the student must participate in the state writing assessment without accommodations.

Subtest	1 Entering	2 Beginning	3 Developing	4 Expanding	5 Bridging	6 Reaching
Writing	<b>Eligible to Receive State-Approved LEP Testing Accommodations for Grade 10 Writing Assessment</b>				Must Participate in the Grade 10 Writing Assessment without LEP Testing Accommodations	

## Eligible Students

The U.S. Office for Civil Rights and the North Carolina State Board of Education (SBE) policy [GCS-K-000 \(16 NCAC 6D.0106\)](#) require that a home language survey (HLS) be administered to all students upon initial enrollment. The home language survey is used to help determine if the student is a language-minority student.

If the student is a language-minority student, he or she must be administered the state-identified English language proficiency test within 30 calendar days of the beginning of the school year or within 14 days if the student enrolled after the beginning of the school year, and parents must be notified of their child's eligibility for participation in a bilingual/ESL program. The parent/guardian must be informed of the purpose of the assessments and of the SBE policy requiring the assessments. The test coordinator and LEP coordinator must ensure the parent/guardian understands (an interpreter must be provided if needed) the English language proficiency placement test is administered to determine if the student is limited English proficient. If the student is identified as limited English proficient, the student is eligible to receive English as a second language (ESL) services and may be eligible for LEP testing accommodations on state assessments.

The purpose of the SBE policy requiring all language-minority students to be tested on the state-identified English proficiency placement test is to protect the rights of the language-minority students and to ensure all students who are limited English proficient are

identified using a valid and reliable assessment instrument. The NCDPI reserves the right to audit school systems to ensure this and all other NCDPI policies are being implemented appropriately.

All students identified as LEP must be assessed on all four subtests annually during the state-designated testing window. Exceptions to this requirement include the following circumstances:

1. Once the student enrolls, the school system has 30 calendar days at the beginning of the school year or 14 calendar days if the student enrolls after the beginning of the school year to test the student or obtain test scores from another WIDA consortium state.
2. Schools must follow best practice and educational judgment when determining whether to administer the ACCESS to students who have significant cognitive disabilities. Administer all subtests that can be administered and follow all appropriate directions. If a subtest cannot be administered, follow the directions specified by the NCDPI. If none of the subtests can be administered owing to the student's specific disability, the student must remain identified as LEP because he or she has not met the requirements for exiting LEP identification.
3. Schools must follow best practice and educational judgment when determining the portions of the ACCESS that can be administered to assess students with disabilities who require specially formatted tests (e.g. large print) owing to IEP or Section 504 Plan documentation.

Schools must make every effort to assess students to determine their level of language proficiency. Schools must administer all subtests that can be administered and follow the appropriate directions. If one or more subtests cannot be administered, schools must follow the directions specified by the NCDPI.

Schools must follow best practice and educational judgment when determining the accommodations that can be allowed for students with disabilities requiring accommodations for testing owing to IEP or Section 504 Plan documentation. Accommodations that invalidate the test score must be coded in the *Special Codes* section of the answer sheet. (For example, the accommodations for reading aloud or signing/cueing invalidate the score for the reading subtest because reading comprehension is a measure within the reading subtest.) The practice of providing all students with the same or all accommodations ("blanket" accommodations) without consideration of the student's individual needs is not allowed.

## **Testing Window**

School systems have the option to initially assess language-minority students on the W-APT™ up to 30 calendar days before the start of school. School systems must schedule the administration of the initial W-APT™ for a newly enrolled language-minority student within 30 days of enrollment regardless of when they enroll. Annual ACCESS testing for students identified as limited English proficient must occur during the state-designated testing window.

The NCDPI must collect initial scores as well as annual scores throughout the course of the school year. Failure to administer the ACCESS during the annual testing window is a policy violation and may also affect the 95 percent participation rate for the ABCs and AYP.

## Testing Accommodations for Students with Disabilities

On a case-by-case basis where appropriate documentation exists, students with disabilities, including students **only** receiving services under Section 504, may receive testing accommodations on the W-APT™ and/or ACCESS for ELLs®. The need for accommodations for each student must be documented in the student's current IEP or Section 504 Plan. The accommodations must be used routinely during the student's instructional program and similar classroom assessments. For information regarding appropriate testing procedures, test administrators who provide accommodations for students with disabilities must refer to the most recent publication of [Testing Students with Disabilities](#) and any published supplements or updates. This publication is available through the local school system or at [www.ncpublicschools.org/accountability/policies/tswd](http://www.ncpublicschools.org/accountability/policies/tswd). Test administrators conducting test administrations with accommodations must be trained by the school system test coordinator or designee in the use of the specified accommodations before the test administration.

Note: Students who do not have an IEP or Section 504 Plan may not receive any accommodations on the W-APT™ or ACCESS for ELLs®.

## Materials Used for the Administration of the W-APT™

The following materials are used in the administration of the **W-APT™ Grade K:**

- Kindergarten Test Administration Manual (includes Writing Samples and Scoring Rationale)
- Kindergarten Summary Scoring Sheet

### *Listening and Speaking*

The kindergarten listening and speaking test is an oral proficiency test intended for students in kindergarten through first semester grade 1. In addition to the Kindergarten Test Administration Manual and Summary Scoring Sheet, this testing also requires the following documents:

- Kindergarten Listening and Speaking Picture Cue Test Booklet
- Kindergarten Test Administrator's Script for Listening and Speaking
- Kindergarten Listening and Speaking Scoring Sheet

### *Reading and Writing*

The kindergarten reading and writing tests are intended for students in second semester kindergarten through first semester grade 1. In addition to the Kindergarten Test Administration Manual and Summary Scoring Sheet, this testing also requires the following documents:

- Kindergarten Reading Picture Cue Test Booklet
- Kindergarten Writing Picture Cue Test Booklet
- Kindergarten Test Administrator Script for Reading and Writing
- Kindergarten Reading and Writing Scoring Sheet

The following materials are used in the administration of the **W-APT™ Grades 1–12:**

- W-APT™ Test Administration Manual Grades 1–12 (including speaking and writing rubrics)

The test administration manual is used in conjunction with the following grade-level test materials:

*Grades 1–2*

- Grades 1–2 Test Administrator's Script
- Grades 1–2 Main W-APT™ Test Booklet
- Grades 1–2 Student Writing Test Booklet
- Grades 1–2 W-APT™ Scoring Sheet

*Grades 3–5*

- Grades 3–5 Test Administrator's Script
- Grades 3–5 Main W-APT™ Test Booklet
- Grades 3–5 Student Writing Test Booklet
- Grades 3–5 W-APT™ Scoring Sheet

*Grades 6–8*

- Grades 6–8 Test Administrator's Script
- Grades 6–8 Main W-APT™ Test Booklet
- Grades 6–8 Student Writing Test Booklet
- Grades 6–8 W-APT™ Scoring Sheet

*Grades 9–12*

- Grades 9–12 Test Administrator's Script
- Grades 9–12 Main W-APT™ Test Booklet
- Grades 9–12 Student Writing Test Booklet
- Grades 9–12 W-APT™ Scoring Sheet

## Administration Times and General Scoring Procedure

Administration times vary from 5–30 minutes for kindergarten, depending on the student's English language proficiency.

### Kindergarten Test

Language Domain	Approximate Administration Time	Scoring Procedure
Speaking and Listening	Up to 15 minutes	Answer Key
Reading	Up to 15 minutes	Rubric
Writing	Up to 15 minutes	Rubric

Administration times vary from 45–90 minutes for grades 1–12, depending on the student's English language proficiency.

### Grades 1–12

Language Domain	Approximate Administration Time	Scoring Procedure
Speaking	Up to 15 minutes	Rubric
Listening	Up to 20 minutes	Answer Key
Reading	Up to 20 minutes	Answer Key
Writing	Up to 30 minutes	Rubric

## W-APT™ Designated Forms by Semester and Grade Level

The W-APT™ is designed to be administered according to the student's grade level and the semester in which the student is enrolled in school (first semester vs. second semester). See below the chart titled *2011–12 School Year: WIDA ACCESS Placement Test—W-APT™ Designated Forms by Semester and Grade Level*.

### 2011–12 School Year: WIDA ACCESS Placement Test—W-APT™ Designated Forms by Semester and Grade Level

<i>Semester 1 (July 1 through December 31)</i>													
<b>Grade Level</b>	<b>K<sup>1</sup></b>	<b>1<sup>2</sup></b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Grade Span Test<sup>3</sup></b>	K <sup>1</sup>	K	1–2	1–2	3–5	3–5	3–5	6–8	6–8	6–8	9–12	9–12	9–12

<i>Semester 2 (January 1 through June 30)</i>													
<b>Grade Level</b>	<b>K<sup>1</sup></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Grade Span Test<sup>3</sup></b>	K <sup>1</sup>	1–2	1–2	3–5	3–5	3–5	6–8	6–8	6–8	9–12	9–12	9–12	9–12

<sup>1</sup>Kindergarten students who enroll during semester one will only be assessed on the listening and speaking subtests. Kindergarten students who enroll in semester two will be assessed in all four domains (listening, speaking, reading, and writing).

<sup>2</sup>Grade 1 students who enroll during semester one will be assessed in all four domains of the Kindergarten W-APT™.

<sup>3</sup>Grade span tests for grades 1, 3, 6, and 9 (indicated by shading) differ between semester one and semester two.

## End-of-Grade Tests—Reading Comprehension and Mathematics Grades 3–8

[Test Administrator's Manual — Information for Parents, Teachers, and Students \(including sample items\)](#)  
[Understanding the Individual Student Report \(Grades 3–5\) — Understanding the Individual Student Report \(Grades 6–8\)](#)  
[Achievement Level Ranges Mathematics](#) — [Achievement Level Ranges Reading](#)

### Eligible Students

All students in membership at grades 3–8 (according to NC WISE), including students who have been retained at grades 3–8, are expected to participate with or without accommodations in the standard administration of the end-of-grade tests in reading comprehension and mathematics. The only exceptions are as follows:

1. Students with disabilities who, according to Individualized Education Program (IEP) documentation, participate in the *NCEXTEND1* alternate assessment in accordance with state policies
2. Students with disabilities who, according to IEP documentation, participate in the *NCEXTEND2* Reading Comprehension and/or *NCEXTEND2* Mathematics end-of-grade alternate assessment(s) in accordance with state policies
3. Students identified as limited English proficient (LEP) who score below Level 4.0 Expanding on the state-identified English language proficiency reading placement test and are in their first year in U.S. schools (These students are not required to be assessed on the reading part of the end-of-grade test ([GCS-C-021|16 NCAC 6G .0312](#)]); however, they are required to participate in the administration of the mathematics test.)
4. In rare cases, students deemed medically fragile because of a significant medical emergency and/or condition and unable to participate in a specific test administration, granted a medical exception (The principal or school test coordinator must contact the school system test coordinator for procedures on how to request a medical exception. All medical exceptions must be approved by the Division of Accountability Services/North Carolina Testing Program.) Please read the [Process for Requesting Testing Exceptions Based on Significant Medical Emergencies and/or Conditions](#) for details.

### Off-Level Testing

Off-level testing (e.g., administering the grade 4 end-of-grade tests to students not in membership [according to NC WISE] as fourth-graders) is not permitted.

### Testing Window

School systems shall direct schools to administer the first administration (i.e., Regular administration) of the end-of-grade tests during the last 22 days of the school year. For school systems that were required to adjust their school schedules because of adverse weather conditions or other emergencies, the testing schedule should be adjusted to fall within the final 22 days of the adjusted school year.

The administration of the end-of-grade reading comprehension and mathematics tests does not have to occur during the same week and/or on a consecutive school day with the end-of-grade science test at grades 5 and 8. The science test at grades 5 and 8 may be administered during a different week of the end-of-grade testing window. Testing grade levels in two subjects

(i.e., reading comprehension and science, mathematics and science, or reading comprehension and mathematics) on one day is prohibited.

## Testing Schedule

- The tests must be administered as early in the school day as the school schedule permits.
- Afternoon administrations of the end-of-grade tests are prohibited except for students who receive certain testing accommodations (e.g., *Scheduled Extended Time* or *Multiple Testing Sessions*).
- All students at the same grade level within a school must be administered the appropriate end-of-grade test at the same time on the same day.
- Testing grade levels in two subjects on the same day is prohibited.
- Students at different grade levels cannot be administered tests in the same classroom.
- The Student Background Information must be completed before the administration of an end-of-grade test. LEAs have the option of having students complete the Student Background Information on the day before testing or just before the scheduled test administration.
- Testing of reading comprehension and mathematics must occur on consecutive school days.
- At grades 3–7, testing mathematics–calculator active and calculator inactive on the same day is prohibited. End-of-grade mathematics tests at grades 3–7 must be administered on two separate days.
- For end-of-grade mathematics tests at grades 3–7, the calculator active part of the test must be administered before the calculator inactive part of the test.
- The grade 8 mathematics test must be administered in one day (i.e., not over two or more days).
- For the mathematics test at grade 8, students will use calculators for the entire test administration. Note: If schools do not have enough calculators to accommodate all students at a grade level, the testing schedule may be staggered by grade only. The school system test coordinator is responsible for assisting schools with staggering the test administration schedule to accommodate access to calculators.
- The reading comprehension test at grades 3–8 must be administered in one day (i.e., not over two or more days).
- The North Carolina Department of Public Instruction requires all students be allowed ample opportunity to complete the end-of-grade tests at grades 3–8. However, no multiple-choice test administration (except for those involving students with documented special needs requiring accommodations, such as *Scheduled Extended Time*) may exceed the maximum time allowed. The maximum time allowed does not include time for general instructions or breaks. At the school level, provisions must be made for students who will need time beyond that scheduled to complete the end-of-grade tests.

Note: Standardized test procedures for students with disabilities require that test accommodations and administrative procedures be developed and implemented to ensure individual student needs are met and, at the same time, maintain sufficient uniformity of the test administration to maintain test validity and to fulfill the requirements of testing for accountability. For additional information regarding testing students with disabilities, refer to the [\*Testing Students with Disabilities\*](#) publication and any published supplements or updates.

## Test Materials

The *Test Administrator's Manual* must be provided to test administrators during training. Before the test administration, test administrators must read and study the manual carefully, so the school test coordinator can answer any questions the test administrator may have. All other test materials must be distributed to test administrators immediately before each test administration and returned to the principal or school test coordinator at the end of each test administration.

At no time are proctors to be alone with the student test booklets or state test administration materials. Proctors are not to pick up test materials from or return test materials to the school test coordinator at the beginning or the end of testing unless accompanied by the appropriate school personnel. Every effort must be made to minimize public access to secure state tests before and after each test administration.

The test administrator is not to give students additional materials during the test administration (with the exception of additional blank paper, graph paper, or pencils as specified in the *Test Administrator's Manual*, if applicable) without the prior written consent of the NCDPI Division of Accountability Services/North Carolina Testing Program through the school system test coordinator. Reference books, textbooks, cell phones, thesauruses, mp3 players, cameras, smartpens, and music are prohibited during the administration of any test in the North Carolina Testing Program.

Only approved supplemental materials may be used during the test administration. Students may use color acetate overlays during the administration of state tests. Students may use highlighters in the test booklets for the state-developed end-of-grade multiple-choice tests of reading comprehension and mathematics. Students must not use highlighters on the answer sheets.

Test administrators are responsible for **all** materials in their care. The local school system or school test coordinator will provide each test administrator with:

1. the *Test Administrator's Manual* for the North Carolina End-of-Grade Tests of Reading Comprehension and Mathematics at Grades 3–8;
2. an appropriate number of test books and answer sheets for the group of students to be tested (must be counted and the number recorded before distribution to students and upon collection);
3. a supply of the NCDPI Division of Accountability Services/North Carolina Testing Program issued/approved graph paper for mathematics tests at grades 3–8 only; (The NCDPI-issued/approved graph paper cannot be photocopied and used for test administration or instructional purposes.)
4. one North Carolina General Purpose Header Sheet for each class or test group; and
5. sufficient envelopes or vinyl bags for repackaging the test materials to be scored.

In addition, test administrators will need:

1. extra, sharpened No. 2 pencils with erasers;
2. a supply of blank paper;
3. calculators; (Each student at grades 3–7 must have access to a calculator only during the calculator active part of the mathematics test. Each student at grade 8 must have access to a calculator during the entire mathematics test. The [Calculator Use](#) section and the [Minimum \(At Least\) Calculator Requirements](#) chart located in this handbook provide additional information regarding calculators.)
4. Jumbo paper clips;

**Clipping test books:** In *rare* cases in which students must leave the testing area for lunch, the test administrator must alert the students that they have five minutes remaining before the lunch break. Students must be told that the test administrator will clip test books so students cannot go back to previously attempted questions. Pages that contain reading selections students will need must not be paper clipped. Therefore, students should complete the reading selection they are working on and the selection's questions before going to lunch. During lunch, students must not be allowed to discuss specific test questions or information contained within the tests. All test materials must remain secure. Test administrators must inform students of this policy before clipping books and students leaving the testing area.

5. an accurate timing device that does not make noise (e.g., loud ticking) or sound an alarm; and
6. (Optional) highlighters and color acetate overlays.

### **Maximum Testing Time Allowed**

The North Carolina Department of Public Instruction requires all students be allowed ample opportunity to complete the North Carolina End-of-Grade Tests of Reading Comprehension and Mathematics at Grades 3–8. However, no administration of the North Carolina End-of-Grade Tests of Reading Comprehension and Mathematics at Grades 3–8 may exceed the maximum testing time (except for those involving students with documented special needs requiring accommodations, such as *Scheduled Extended Time*). The maximum testing time allowed does not include time for general instructions or breaks. At the school level, provisions must be made for students who need time beyond that scheduled to complete the test. Test administrators must consult with school test coordinators for the procedure to follow in providing additional time to students to complete the North Carolina End-of-Grade Tests of Reading Comprehension and Mathematics at Grades 3–8.

Note: For best practices, the North Carolina Testing Program strongly recommends schools schedule each end-of-grade test (within the same school day) for the maximum time allowed that **does not** interfere with lunch or bus schedules. All students, including students with the *Scheduled Extended Time* accommodation, must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.

In rare cases in which students must leave the testing area for lunch, the test administrator must alert the students that they have five minutes remaining before the lunch break. Students must be told the test administrator will clip test books, so students cannot go back to previously attempted questions. Pages that contain reading selections students will need must not be paper clipped. Therefore, students should complete the reading selection they are working on and the selection's questions before going to lunch. During lunch, students must not be allowed to discuss specific test questions or information contained within the tests. All test materials must remain secure. Test administrators must inform students of this policy before students leave the testing area.

A student who needs more than the estimated time to complete the test should continue to be given a three-minute break every 60 minutes. For all breaks, the student's answer sheet, blank paper, and graph paper (if applicable) must be placed inside the test book and the test book closed. During breaks, students must not be allowed to discuss specific test questions or information contained within the tests. Five minutes before the maximum time allowed is over, the test administrator must alert students that they have five minutes remaining.

### Estimated Administration Time

For the end-of-grade reading comprehension and mathematics tests at grades 3–8, the stated estimated administration time is the time that the North Carolina Department of Public Instruction (NCDPI) estimates it will take for approximately 95 percent of the tested students to complete the tests. The NCDPI requires all students to be allowed ample opportunity to complete the tests. As long as the students are engaged and working and the maximum time allowed has not been reached, they must be given time to complete the tests. The maximum time allowed does not include time for general instructions or breaks. At the school level, provisions must be made for students who will need time beyond that scheduled to complete the tests.

Note: Students who need more time than the estimated time should continue to be given a three-minute break every 60 minutes.

Student Background Information	Grades	Items	Minutes
The Student Background Information must be completed <i>before</i> the scheduled end-of-grade test administration.  <u>Note</u> : LEAs have the option of having students complete the background information the day before testing or just before the scheduled test administration.	3–8	NA	20–26

**Mathematics—Calculator Active Grades 3–7:** The estimated total administration time for the North Carolina End-of-Grade Test of Mathematics—Calculator Active at Grades 3–7 is about 153 minutes. Students who are not finished at the end of the estimated time must be given sufficient time to complete the assessment. However, no administration of the mathematics—calculator active test at grades 3–7 may exceed four hours (except for those involving students with documented special needs requiring accommodations, such as *Scheduled Extended Time*). The maximum testing time does not include time for breaks or general instructions. Test administrators must consult with school test coordinators for the procedure to follow in providing students with

sufficient time to complete the North Carolina End-of-Grade Test of Mathematics—Calculator Active.

Mathematics	Grades	Items	Estimated Time	Maximum Time Allowed*
<u><i>Mathematics Test/Calculator Active</i></u> 2 Three-Minute Breaks General Instructions <b>Estimated Total Testing Time for Calculator Active <u>Only</u></b>	3–7	54	135 minutes 6 minutes 12 minutes <b>153 minutes</b>	<b>240 minutes</b>

\*The maximum time allowed does not include time for breaks or general instructions.

Note: Additional time will be required at the end of the testing period to collect the test materials and to follow the procedures for handling the test materials.

**Mathematics—Calculator Inactive Grades 3–7:** The estimated total administration time for the North Carolina End-of-Grade Test of Mathematics—Calculator Inactive at Grades 3–7 is about 75 minutes. Students who are not finished at the end of the estimated time must be given sufficient time to complete the assessment. However, no administration of the mathematics—calculator inactive test at grades 3–7 may exceed two and one-half hours (except for those involving students with documented special needs requiring accommodations, such as *Scheduled Extended Time*). The maximum testing time does not include time for breaks or general instructions. Test administrators must consult with school test coordinators for the procedure to follow in providing students with sufficient time to complete the North Carolina End-of-Grade Test of Mathematics—Calculator Inactive.

Mathematics	Grades	Items	Estimated Time	Maximum Time Allowed*
<u><i>Mathematics Test/Calculator Inactive</i></u> 1 Three-Minute Break General Instructions <b>Estimated Total Testing Time for Calculator Inactive <u>Only</u></b>	3–7	28	60 minutes 3 minutes 12 minutes <b>75 minutes</b>	<b>150 minutes</b>

\*The maximum time allowed does not include time for breaks or general instructions.

Note: Additional time will be required at the end of the testing period to collect the test materials and to follow the procedures for handling the test materials.

**Mathematics Grade 8:** Estimated total administration time for the North Carolina End-of-Grade Test of Mathematics at Grade 8 is about 168 minutes. Students who are not finished at the end of the estimated time must be given sufficient time to complete the assessment. However,

no administration of the mathematics test at grade 8 may exceed four hours (except for those involving students with documented special needs requiring accommodations, such as *Scheduled Extended Time*). The maximum testing time does not include time for breaks or general instructions. Test administrators must consult with school test coordinators for the procedure to follow in providing students with sufficient time to complete the North Carolina End-of-Grade Test of Mathematics at Grade 8.

<b>Mathematics</b>	<b>Grade</b>	<b>Items</b>	<b>Estimated Time</b>	<b>Maximum Time Allowed*</b>
<u><b>Mathematics Test/All Calculator Active</b></u> 2 Three-Minute Breaks General Instructions <b>Estimated Total Testing Time for Mathematics</b>	8	80	150 minutes 6 minutes 12 minutes <b>168 minutes</b>	<b>240 minutes</b>

\*The maximum time allowed does not include time for breaks or general instructions.

Note: Additional time will be required at the end of the testing period to collect the test materials and to follow the procedures for handling the test materials.

**Reading Comprehension:** The estimated total administration time for the North Carolina End-of-Grade Test of Reading Comprehension at Grades 3–8 is about 158 minutes. Students who are not finished at the end of the estimated time must be given sufficient time to complete the assessment. However, no administration of the Reading Comprehension Test at Grades 3–8 may exceed four hours (except for those involving students with documented special needs requiring accommodations, such as *Scheduled Extended Time*). The maximum testing time does not include time for breaks or general instructions. Test administrators must consult with school test coordinators for the procedure to follow in providing students with sufficient time to complete the North Carolina End-of-Grade Test of Reading Comprehension.

<b>Reading Comprehension</b>	<b>Grades</b>	<b>Items</b>	<b>Estimated Time</b>	<b>Maximum Time Allowed*</b>
<u><b>Reading Comprehension Test</b></u> 2 Three-Minute Breaks General Instructions <b>Total Testing Time for Reading Comprehension</b>	3–5 6–8	58 62	140 minutes 6 minutes 12 minutes <b>158 minutes</b>	<b>240 minutes</b>

\*The maximum time allowed does not include time for breaks or general instructions.

Note: Additional time will be required at the end of the testing period to collect the test materials and to follow the procedures for handling the test materials.

## Testing Accommodations for End-of-Grade Reading Comprehension and Mathematics Tests Only<sup>1</sup>

Accommodations	Students With Disabilities/ Section 504		Students Identified as Limited English Proficient	
	Reading	Mathematics	Reading	Mathematics
Assistive Technology Devices	Yes	Yes	No	No
Braille Edition	Yes	Yes	No	No
Braille Writer/Slate and Stylus (Braille Paper)	Yes	Yes	No	No
Cranmer Abacus	Yes	Yes	No	No
Dictation to a Scribe	Yes	Yes	No	No
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator	No	No	Yes	Yes
Hospital/Home Testing	Yes	Yes	No	No
Interpreter/Transliterators Signs/Cues Test	No <sup>2</sup>	Yes	No <sup>2</sup>	No
Keyboarding Devices	Yes	Yes	No	No
Large Print Edition	Yes	Yes	No	No
Magnification Devices	Yes	Yes	No	No
Multiple Testing Sessions	Yes	Yes	Yes	Yes
One Test Item Per Page Edition	Yes	Yes	No	No
Scheduled Extended Time	Yes	Yes	Yes	Yes
Student Marks Answers in Test Book	Yes	Yes	No	No
Student Reads Test Aloud to Self	Yes	Yes	Yes	Yes
Test Administrator Reads Test Aloud (in English)	No <sup>2</sup>	Yes	No <sup>2</sup>	Yes
Testing in a Separate Room	Yes	Yes	Yes	Yes

<sup>1</sup>To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of any restrictions affecting appropriate use of these accommodations.

<sup>2</sup>Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the reading comprehension test invalidates test results because the test measures reading comprehension. However, test directions in the *Directions for Administration* section of the test administrator's manual may be signed/cued to students during the reading comprehension test. The testing session (i.e., small group) is allowed to use one test form (i.e., same form letter and form number) for these accommodations at one testing site (i.e., classroom). A different form (i.e., a different letter) must be used for each of these sessions within a school.

Note: The [Testing Students with Disabilities](#) document provides additional information on accommodations and guidelines for testing students with disabilities. The [Guidelines for Testing Students Identified as Limited English Proficient](#) document and any published supplements or updates provide additional information on accommodations and guidelines for testing students identified as limited English proficient.

## Achievement Level Ranges for North Carolina End-of-Grade Tests

The achievement level ranges approved by the State Board of Education for the North Carolina End-of-Grade Tests in Reading and Mathematics at Grades 3–8 are as follows:

Subject/Grade		Level I	Level II	Level III	Level IV
<b>Reading</b>  (Starting with the 2007–08 school year)	3	≤ 330	331–337	338–349	≥ 350
	4	≤ 334	335–342	343–353	≥ 354
	5	≤ 340	341–348	349–360	≥ 361
	6	≤ 344	345–350	351–361	≥ 362
	7	≤ 347	348–355	356–362	≥ 363
	8	≤ 349	350–357	358–369	≥ 370

Subject/Grade		Level I	Level II	Level III	Level IV
<b>Mathematics</b>  (Starting with the 2005–06 school year)	3	≤ 328	329–338	339–351	≥ 352
	4	≤ 335	336–344	345–357	≥ 358
	5	≤ 340	341–350	351–362	≥ 363
	6	≤ 341	342–351	352–363	≥ 364
	7	≤ 345	346–354	355–366	≥ 367
	8	≤ 348	349–356	357–367	≥ 368

## EOG Testing Schedule Options Chart for Reading Comprehension and Mathematics Regular Administration

# Grades 3–7

	Day 1	Day 2	Day 3	Day 4
<b>Option 1</b>	Student Background Information	Calculator Active Only	Calculator Inactive Only	Reading Comprehension
<b>Option 2</b>	Student Background Information	Reading Comprehension	Calculator Active Only	Calculator Inactive Only
<b>Option 3</b>	Student Background Information	Calculator Active Only	Reading Comprehension	Calculator Inactive Only
<b>Option 4</b>	1. Student Background Information 2. Calculator Active Only	Reading Comprehension	Calculator Inactive Only	NA
<b>Option 5</b>	1. Student Background Information 2. Calculator Active Only	Calculator Inactive Only	Reading Comprehension	NA
<b>Option 6</b>	1. Student Background Information 2. Reading Comprehension	Calculator Active Only	Calculator Inactive Only	NA

### When scheduling assessments, please remember:

- The tests must be administered as early in the school day as the school schedule permits.
- Afternoon administrations of the end-of-grade tests are prohibited except for those involving students who receive certain testing accommodations (e.g., *Scheduled Extended Time* or *Multiple Testing Sessions*).
- All students at the same grade level within a school must be administered the appropriate end-of-grade test at the same time on the same day.
- Testing grade levels in two subjects (i.e., reading and mathematics, reading and science, or mathematics and science) on one day is prohibited.
- Students at different grade levels cannot be administered tests in the same classroom.
- The Student Background Information must be completed the day before testing or just before the scheduled test administration.
- Testing of reading comprehension and mathematics must occur on *consecutive* school days.
- Testing science at grade 5 does not have to occur during the same week and/or on a consecutive school day with the reading comprehension and mathematics end-of-grade tests. The science test at grade 5 may be administered during a different week of the end-of-grade testing window.
- Reading comprehension must be administered on one day (i.e., not over two or more days).
- End-of-grade mathematics tests at grades 3–7 must be administered on two separate days (i.e., administering calculator active and calculator inactive on the same day is not permitted).
- For end-of-grade mathematics tests at grades 3–7, the calculator active part of the test must be administered before the calculator inactive part of the test.
- Students at grades 3–7 use calculators for the calculator active part of the test only; calculators are not permitted for the calculator inactive part of the test.
- The NCDPI requires that all students be allowed ample opportunity to complete the end-of-grade tests at grades 3–7. However, no multiple-choice test administration (except for those involving students with documented special needs requiring accommodations, such as *Scheduled Extended Time*) may exceed the maximum time allowed.

## EOG Testing Schedule Options Chart for Reading Comprehension and Mathematics Regular Administration

# Grade 8

	Day 1	Day 2	Day 3	Day 4
<b>Option 1</b>	Student Background Information	Mathematics Test	Reading Comprehension	NA
<b>Option 2</b>	Student Background Information	Reading Comprehension	Mathematics Test	NA
<b>Option 3</b>	1. Student Background Information 2. Mathematics Test	Reading Comprehension	NA	NA
<b>Option 4</b>	1. Student Background Information 2. Reading Comprehension	Mathematics Test	NA	NA

### When scheduling assessments, please remember:

- Tests must be administered as early in the school day as the school schedule permits.
- Afternoon administrations of the EOG tests are prohibited except for those involving students who receive certain testing accommodations (e.g., *Scheduled Extended Time* or *Multiple Testing Sessions*).
- All students at the same grade level within a school must be administered the appropriate EOG test at the same time on the same day.
- Testing grade levels in two subjects (i.e., reading and mathematics, reading and science, mathematics and science) on one day is prohibited.
- Students at different grade levels cannot be administered tests in the same classroom.
- The student background information must be completed the day before testing or just before the scheduled test administration.
- Testing must occur on consecutive school days for reading and mathematics. Note: The science test at grade 8 does not have to occur during the same week and/or on a consecutive school day with the reading comprehension and mathematics end-of-grade tests.
- The grade 8 mathematics test must be administered on one day (i.e., not over two or more days).
- Students at grade 8 will use calculators for the entire mathematics test administration.
- Reading comprehension must be administered on one day (i.e., not over two or more days).
- The NCDPI requires that all students be allowed ample opportunity to complete the end-of-grade tests at grade 8. However, no multiple-choice test administration (except for those involving students with documented special needs requiring accommodations, such as *Scheduled Extended Time*) may exceed the maximum time allowed. At the school level, provisions must be made for students who will need time beyond that scheduled to complete the tests.



## End-of-Grade Test—Science Grades 5 and 8

[Test Administrator's Manual](#) — [Information for Parents, Teachers, and Students \(including sample items\)](#) — [Achievement Level Ranges](#)  
[Understanding the Individual Student Report—EOG Science \(Grades 5 and 8\)](#)

### Eligible Students

All students in membership at grades 5 and 8 (according to NC WISE), including students who have been retained at grades 5 and 8, are expected to participate with or without accommodations in the standard administration of the end-of-grade test of science. The only exceptions are as follows:

1. Students with disabilities who, according to Individualized Education Program (IEP) documentation, participate in the *NCEXTEND1* alternate assessment in accordance with state policies
2. Students with disabilities who, according to IEP documentation, participate in the *NCEXTEND2* science end-of-grade alternate assessment in accordance with state policies
3. In rare cases, students deemed medically fragile due to a significant medical emergency and/or condition and unable to participate in a specific test administration, granted a medical exception (The principal or school test coordinator must contact the school system test coordinator for procedures on how to request a medical exception. All medical exceptions must be approved by the Division of Accountability Services/North Carolina Testing Program.) Please see the [Process for Requesting Testing Exceptions Based on Significant Medical Emergencies and/or Conditions](#) for details.

## Testing Accommodations for End-of-Grade Science Tests Only<sup>1</sup>

Accommodations	Students with Disabilities/Section 504	Students Identified as Limited English Proficient
Assistive Technology Devices	Yes	No
Braille Edition	Yes	No
Braille Writer/Slate and Stylus (Braille Paper)	Yes	No
Cranmer Abacus	Yes	No
Dictation to a Scribe	Yes	No
Word-to-Word Bilingual (English/Native Language) Dictionary/ Electronic Translator	No	Yes
Hospital/Home Testing	Yes	No
Interpreter/Transliterators/Signs/Cues Test <sup>2</sup>	Yes	No
Keyboarding Devices	Yes	No
Large Print Edition	Yes	No
Magnification Devices	Yes	No
Multiple Testing Sessions	Yes	Yes
One Test Item Per Page Edition	Yes	No
Scheduled Extended Time	Yes	Yes
Student Marks Answers in Test Book	Yes	No
Student Reads Test Aloud to Self	Yes	Yes
Test Administrator Reads Test Aloud (in English) <sup>2</sup>	Yes	Yes
Testing in a Separate Room	Yes	Yes

<sup>1</sup> To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of any restrictions affecting appropriate use of these accommodations.

<sup>2</sup> The testing session (i.e., small group) is allowed to use one test form (i.e., same form letter and form number) for these accommodations at one testing site (i.e., classroom). A different form (i.e., a different letter) must be used for each of these sessions within a school.

**Note:** The [Testing Students with Disabilities](#) document provides additional information on accommodations and guidelines for testing students with disabilities. The [Guidelines for Testing Students Identified as Limited English Proficient](#) document and any published supplements or updates provide additional information on accommodations and guidelines for testing students identified as limited English proficient.

## Test Materials

The *Test Administrator's Manual* must be provided to test administrators during training. Before the test administration, test administrators must read and study the manual carefully, so the school test coordinator can answer any questions the test administrator may have. All other test materials are to be distributed to test administrators immediately before each test administration and returned to the principal or school test coordinator at the end of each test administration.

At no time are proctors to be alone with the student test booklets or state test administration materials. Proctors are not to pick up test materials from or return test materials to the school test coordinator at the beginning or the end of testing unless accompanied by the appropriate school personnel. Every effort must be made to minimize public access to secure state tests before and after each test administration.

The test administrator is not to give students additional materials during the test administration (with the exception of additional blank paper, graph paper, or pencils as specified in the *Test Administrator's Manual*, if applicable) without the prior written consent of the NCDPI Division of Accountability Services/North Carolina Testing Program through the school system test coordinator. Reference books, textbooks, cell phones, thesauruses, mp3 players, cameras, smartpens, and music are prohibited during the administration of any test in the North Carolina Testing Program.

Only approved supplemental materials may be used during the test administration. Students may use color acetate overlays during the regular administration of state tests. Students may use highlighters in the test booklets for the state-developed end-of-grade multiple-choice test of science. Students must not use highlighters on the answer sheets.

Test administrators are responsible for **all** materials in their care. The local school system or school test coordinator will provide each test administrator with:

1. the *Test Administrator's Manual* for the North Carolina End-of-Grade Test of Science at Grades 5 and 8;
2. an appropriate number of test books and answer sheets for the group of students to be tested (must be counted and the number recorded before distribution to students and upon collection);
3. a supply of the NCDPI Division of Accountability Services/North Carolina Testing Program issued/approved graph paper for grades 5 and 8; (The NCDPI-issued/approved graph paper cannot be photocopied and used for test administration or instructional purposes.)
4. for grade 8 only, a supply of the NCDPI Division of Accountability Services/North Carolina Testing Program issued/approved periodic table;
5. one North Carolina General Purpose Header Sheet for each class or test group; and
6. sufficient envelopes or vinyl bags for repackaging the test materials to be scored.

In addition, test administrators will need:

1. extra, sharpened No. 2 pencils with erasers;

2. a supply of blank paper;
4. calculators: (Each student at grades 5 and 8 must have access to a calculator during the science test. The [Calculator Use](#) section and the [Minimum \(At Least\) Calculator Requirements](#) chart located in this handbook provide additional information regarding calculators.)
5. jumbo paper clips;

**Clipping test books:** In *rare* cases in which students must leave the testing area for lunch, the test administrator must alert the students they have five minutes remaining before the lunch break. Students must be told the test administrator will clip test books so students cannot go back to previously attempted questions. During lunch, students must not be allowed to discuss specific test questions or information contained within the tests. All test materials must remain secure. Test administrators must inform students of this policy before they clip the books and the students leave the testing area.

6. an accurate timing device that does not make noise (e.g., loud ticking) or sound an alarm; and
7. (Optional) highlighters and color acetate overlays.

## Testing Window

School systems shall direct schools to administer the first administration (i.e., Regular administration) of the North Carolina End-of-Grade Test of Science during the last 22 days of the school year. For school systems that were required to adjust their school schedule because of adverse weather conditions and other emergencies, the testing schedule is to be adjusted to fall within the final 22 days of the adjusted school year.

The administration of the end-of-grade science test at grades 5 and 8 does not have to occur during the same week and/or on a consecutive school day with the reading comprehension and mathematics end-of-grade tests. The science test may be administered during a different week of the end-of-grade testing window. Testing grade levels in two subjects (i.e., reading comprehension and science, mathematics and science, or reading comprehension and mathematics) on one day is prohibited. Instructions for administering the North Carolina End-of-Grade Tests of Reading Comprehension and Mathematics are found in a separate test administrator's manual.

## Testing Schedule

All school systems must follow the test schedule specified below:

- The end-of-grade science test must be administered on one day (i.e., not over two or more days).
- The test must be administered as early in the school day as the school schedule permits.
- Afternoon administrations of the end-of-grade test are prohibited except for those involving students who receive certain testing accommodations (e.g., *Scheduled Extended Time* or *Multiple Testing Sessions*).

- All students at the same grade level within a school must be administered the appropriate end-of-grade test at the same time on the same day.
- Testing grade levels in two subjects (i.e., science and reading, science and mathematics, reading and mathematics) on one day is prohibited.
- Students at different grade levels cannot be administered tests in the same classroom.
- The Student Background Information must be completed before the administration of the end-of-grade science test. LEAs have the option of having students complete the Student Background Information on the day before testing or just before the scheduled test administration.
- Students will use calculators for the entire test administration. If schools do not have enough calculators to accommodate all students at a grade level, the testing schedule may be staggered by grade only. The school system test coordinator is responsible for assisting schools with staggering the test administration schedule to accommodate access to calculators.
- The NCDPI requires that all students be allowed ample opportunity to complete the science test at grades 5 and 8. However, no multiple-choice test administration (except for those involving students with documented special needs requiring accommodations, such as *Scheduled Extended Time*) may exceed the maximum time allowed. The maximum time allowed does not include time for general instructions or breaks. At the school level, provisions must be made for students who will need time beyond that scheduled to complete the end-of-grade test.

Note: Standardized test procedures for students with disabilities require test accommodations and administrative procedures be developed and implemented to ensure individual student needs are met and, at the same time, preserve sufficient uniformity of the test administration to maintain test validity and fulfill the requirements of testing for accountability. For additional information regarding testing students with disabilities, refer to the [Testing Students with Disabilities](#) publication and any published supplements or updates.

## Estimated Administration Time

For the end-of-grade science test at grades 5 and 8, the stated estimated administration time is the time that the North Carolina Department of Public Instruction (NCDPI) estimates it will take for approximately 95 percent of the tested students to complete the test. The NCDPI requires all students be allowed ample opportunity to complete the test. As long as the students are engaged and working and the maximum time allowed has not been reached, students must be given time to complete the test. At the school level, provisions must be made for students who will need time beyond that scheduled to complete the test. Note: *Students who need more time than the estimated time should continue to be given a three-minute break every 60 minutes.*

Student Background Information	Minutes
<p>The Student Background Information must be completed <i>before</i> the test administration.</p> <p><u>Note:</u> LEAs have the option of having students complete the background information the day before testing or just before the scheduled test administration.</p>	<p><b>20</b></p>

**Science Grades 5 and 8.** The estimated total administration time for the North Carolina End-of-Grade Test of Science at Grades 5 and 8 is 148 minutes. Students who are not finished at the end of the estimated time must be given sufficient time to complete the assessment. However, no administration of the science test at grades 5 and 8 may exceed four hours (except for those involving students with documented special needs requiring accommodations, such as *Scheduled Extended Time*). The maximum testing time allowed does not include time for general instructions or breaks. Test administrators must consult with the school test coordinators for the procedure to follow in providing students with sufficient time to complete the test.

Science Grades 5 and 8	Estimated Time	Maximum Time Allowed*	Items
Science Test	130 Minutes		
Two Three-Minute Breaks	6 Minutes		
General Instructions	12 Minutes		
<b>Totals for Science</b>	<b>148 minutes</b>	<b>240 minutes</b>	80

\*The maximum time allowed does not include time for breaks or general instructions.

Note: Additional time will be required at the end of the testing period to collect the test materials and to follow the procedures for handling the test materials. The procedures for handling the test materials are located in the “Procedures for Handling Test Materials” section of the *Test Administrator’s Manual*.

### Achievement Levels for End-of-Grade Science at Grades 5 and 8

Subject	Grade	Level I	Level II	Level III	Level IV
Science (Starting with the 2007–08 school year)	5	≤145	146–152	153–160	≥161
	8	≤142	143–149	150–157	≥158

## North Carolina Writing Instruction System

[Comprehensive Guide](#) — [Information for Parents, Teachers, and Students](#)

In June 2008, the North Carolina State Board of Education (SBE) adopted the *Framework for Change: The Next Generation of Assessments and Accountability*. This document directed the North Carolina Department of Public Instruction (NCDPI) to elevate the importance of writing throughout the curriculum and to replace the traditional writing assessment program with a K–12 writing instruction system. In response to this charge, the North Carolina *Writing Instruction System* (WIS) was developed as an online, formative tool.

The purpose of the North Carolina *Writing Instruction System* is to inform instruction; it is not intended for school-level accountability. The North Carolina *Writing Instruction System* encourages teachers to focus on the writing process, not in preparation for a traditional single-day assessment. It is based on writing across the curriculum in each content area and involves all educators, not just English/language arts educators. Writing instruction is integrated into the content-based courses of instruction and is ongoing throughout the school year. Consequently, the North Carolina *Writing Instruction System* does not add new tasks and assignments to what is currently asked of students in many classrooms throughout the state. Writing that is already assigned within the classroom is the writing that can be captured online in the *Writing Instruction System*.

Visit <http://www.ncpublicschools.org/acre/writing/> for details and information concerning the North Carolina *Writing Instruction System*.



## North Carolina Writing Assessment at Grade 10

[Test Administrator's Manual](#) — [Information for Parents, Teachers, and Students](#) — [Achievement Level Ranges](#)

### Eligible Students

All students in membership at grade 10, including students who are repeating the grade, must participate in the administration of the North Carolina Writing Assessment at Grade 10 or the state-designated alternate assessment of writing *NCEXTENDI*, except the following:

- Students identified as limited English proficient (LEP) scoring below Level 4.0 Expanding on the state-identified English language proficiency reading placement test and in their first year in U.S. schools ([GCS-C-021 \[16NCAC 6G .0312\]](#)).

### Test Date

At the beginning of the school year, students and parents/guardians are to be notified of the scheduled test administration date. The writing assessment at grade 10 is scheduled for Tuesday, March 13, 2012. The test must be administered as early in the school day as the school schedule permits. The test is not to be administered in the afternoon except for students who receive certain testing accommodations (e.g., *Scheduled Extended Time* or *Multiple Testing Sessions*). Because the writing assessment is a single-item test, all students at grade 10 in a school must be tested at the same time except for students who receive certain testing accommodations (e.g., *Scheduled Extended Time* or *Multiple Testing Sessions*).

In the event an LEA or school is unable to administer the writing assessment according to the state-designated schedule, the school system test coordinator will consult with the regional accountability coordinator (RAC) regarding current state policy for schedule conflicts due to extenuating circumstances (e.g., year-round schools not in session, inclement weather).

### Estimated Administration Time

Approximate Administration Schedule	Test Unit/Directions
15 minutes	Assemble students, distribute test materials, and read general instructions
100 minutes	Actual test time
<b>115 minutes</b>	Total testing time

Note: Additional time will be required at the end of the testing period to collect the test materials and to follow procedures for handling the test materials. The procedures for handling the test materials are located in the “Procedures for Handling Test Materials” section of the *Test Administrator's Manual*.

## Accommodations for the Writing Assessment at Grade 10 Only<sup>1</sup>

Accommodations	Students with Current IEPs or Section 504 Plans	Students Identified as Limited English Proficient
Assistive Technology Devices <sup>2</sup>	Yes	No
Keyboarding Devices <sup>2</sup>	Yes	No
Braille Edition	Yes	No
Braille Writer/Slate and Stylus (Braille paper) <sup>3</sup>	Yes	No
Cranmer Abacus	Yes	No
Dictation to a Scribe <sup>4</sup>	Yes	No
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator	No	Yes
Hospital/Home Testing	Yes	No
Interpreter/Transliterators/Signs/Cues Test	Yes	No
Large Print Edition	Yes	No
Magnification Devices	Yes	No
Multiple Testing Sessions <sup>5</sup>	Yes	Yes
Scheduled Extended Time	Yes	Yes
Student Reads Test Aloud to Self	Yes	Yes
Testing in a Separate Room	Yes	Yes
Test Administrator Reads Test Aloud (in English)	Yes	Yes

<sup>1</sup> School system personnel must participate in training sessions before the test administration to be made aware of any restrictions affecting appropriate use of these accommodations.

<sup>2</sup> In order for students to receive a valid conventions score when using *Assistive Technology Devices* and/or *Keyboarding Devices* accommodations, the spell check, grammar check, online thesaurus, outlining program, prediction software, and electronic spellers must be disabled before beginning the writing assessment at grade 10.

<sup>3</sup> The *Braille Writer* accommodation includes the use of *Slate and Stylus* and Braille paper.

<sup>4</sup> Use of the *Dictation to a Scribe* accommodation during the administration of the writing assessments will result in invalid test scores for conventions.

<sup>5</sup> *Multiple Testing Sessions* do not have to occur on the same day as the regular test administration; although the sessions are to begin no sooner than the school's schedule for the regular test administration. In order to maintain test security, every effort must be made to complete the test administration as close to the school's test schedule as possible. For the writing assessments, multiple testing sessions should be scheduled such that there is time for processing, shipping, and scoring.

The *One Test Item Per Page Edition* accommodation is not available for the writing assessment at grade 10 because there is only one writing prompt for the writing assessment. The *Student Marks Answer in Test Book* accommodation is not applicable for the writing assessment at grade 10 because all students respond in the test booklet.

Note: The [\*Testing Students with Disabilities\*](#) document provides additional information on accommodations and guidelines for testing students with disabilities. The [\*Guidelines for Testing Students Identified as Limited English Proficient\*](#) document and any published supplements or updates provide additional information on accommodations and guidelines for testing students identified as limited English proficient.

## Test Materials

The *Test Administrator's Manual* must be provided to test administrators during training. Before the test administration, it is imperative test administrators read and study the manual carefully, so the school test coordinator can answer any questions the test administrator may have. All other test materials are to be distributed to test administrators immediately before the test administration and returned to the principal or school test coordinator at the end of the test administration.

At no time are proctors to be alone with the student answer documents or state test administration materials. Proctors are not to pick up test materials from or return test materials to the school test coordinator at the beginning or the end of testing unless accompanied by the appropriate school personnel. Every effort must be made to minimize public access to secure state tests before and after each test administration.

The test administrator is not to give students additional materials during the test administration (with the exception of additional blank paper or pencils as specified in the *Test Administrator's Manual*) without the prior written consent of the NCDPI Division of Accountability Services/North Carolina Testing Program through the school system test coordinator. Reference books, textbooks, thesauruses, cameras, cell phones, mp3 players, smartpens, and music are prohibited during the administration of any test in the North Carolina Testing Program.

Only approved supplemental materials may be used during the test administration. Students may use color acetate overlays during the regular administration of state tests. For state writing tests, students may use highlighters on the writing prompt; however, students must not highlight final written responses to be scored on pages 3 and 4 of the test booklets as this may cause bias during the scoring process. Students must not highlight the side of scannable sheets containing coded bubbles to be scanned.

Test administrators are responsible for **all** test materials in their care. The local school system or school test coordinator will provide each test administrator with the following materials:

Note: Students may only use No. 2 pencils to respond to this test.

- The *Test Administrator's Manual* for the North Carolina Writing Assessment at Grade 10;
- The appropriate number of test booklets for the group of students to be tested;
- The appropriate number of writing prompts for the group of students to be tested, including a writing prompt that will allow the test administrator to read the writing prompt aloud: (Upon the collection of test materials, test administrators must account for this latter prompt along with those distributed to students.)

Note: Secure, shrink-wrapped writing prompts are **not** to be opened before the test administration time. Opening the secure test prompts prematurely may result in a test

misadministration. All test prompts and student test booklets must be counted and the number recorded before distribution to students and upon collection. Test administrators must notify the school test coordinator/principal immediately of any discrepancies in the count.

- One Class Information Form for each class or test group; and
- Vinyl bags for repackaging the documents.

In addition, test administrators will need the following materials:

- Extra, sharpened No. 2 pencils with erasers;
- A supply of blank paper;
- An accurate timing device that does not make noise (e.g., loud ticking) or sound an alarm; and
- (Optional) Highlighters and color acetate overlays.

### **Achievement Level Rankings and Total Writing Scores**

<b>Assessment</b>	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>
Writing Assessment Grade 10	4–7	8–11	12–16	17–20

## End-of-Course Tests

[Test Administrator's Manual—Information for Parents, Teachers, and Students \(including sample items\)—Achievement Levels](#)

### Eligible Students

Students enrolled for the first time in courses that result in credit for 2009 Integrated Mathematics I, Algebra I, OCS Algebra I, Integrated Mathematics II (2003), Biology, OCS Biology, English I, and OCS English I are required to participate in the end-of-course tests. Students may drop a course with an end-of-course assessment within the first 10 days of a block schedule or within the first 20 days of a traditional schedule. Students who are enrolled for credit after the 10/20 days, regardless of the how the course is delivered (e.g., through the NC Virtual Public School, Community College System), must participate in the appropriate end-of-course assessment (i.e., standard administration with or without accommodations). Students shall take the appropriate end-of-course assessment at the end of the course regardless of the grade level in which the course is offered.

*Advanced Placement Courses:* Each student must take the appropriate end-of-course assessment the first time the student takes the course even if the course is an honors or Advanced Placement (AP) course. Students enrolled in AP courses who have previously taken a non-AP course of the same subject and have received credit are not eligible to take the EOC test. Students who are exempt from final exams by local board of education policy must not be exempt from end-of-course assessments. Students who are identified as failing a course for which an end-of-course assessment is required must take the appropriate end-of-course assessment.

*Courses within a Series:* Students enrolled in courses that are a part of a series of the same course (i.e., Algebra IA and IB, Biology CC–Part I and Biology CC–Part II) must take the appropriate end-of-course test at the end of the second course regardless of the final course taken to complete the series. Schools must provide a system of documentation that facilitates monitoring student enrollment in the parts of a series of the same course for the purpose of local and state accountability. Documentation must identify students enrolled in each part of the series and those who are eligible to take the appropriate end-of-course test.

*Integrated Mathematics:* For the 2011–12 school year, students being taught the 2003 Integrated Mathematics curriculum must take the Algebra I EOC test at the end of Integrated Mathematics II. Students being taught the 2009 Essential Standards Integrated Mathematics curriculum must take the Algebra I end-of-course test at the end of Integrated Mathematics I. Students currently enrolled in Integrated Mathematics who have previously taken the Algebra I EOC test and scored an Achievement Level III or above are not required to retake the test. Students currently enrolled in Integrated Mathematics who have previously taken the Algebra I EOC test and scored an Achievement Level I or II are required to retake the test.

*Students Identified as Limited English Proficient (LEP):* Students identified as LEP scoring below Level 4.0 Expanding on the state-identified English language proficiency reading placement test and are in their first year in U.S. schools are not eligible to be assessed on the English I end-of-course test. Students are required, however, to participate in the administration of the Algebra I and Biology end-of-course tests.

For additional information regarding course codes that require the administration of the end-of-

course test and testing requirements for students repeating an entire course for credit or taking a credit recovery course, please visit the following website: <http://www.ncpublicschools.org/accountability/testing/eoc/>.

## Testing Window and Testing Schedule

School systems shall direct schools to administer the first administration (i.e., Regular administration) of the end-of-course tests during the last 12 days (4x4/semester courses/summer school) or the last 17 days (traditional year long schedule) of the instructional period. Makeup sessions are to extend up to two weeks (10 working days) from the date of the Regular administration. The count for makeup days begins with the first working day after the Regular administration date. The 10-day makeup period may also be used to accommodate students who are not in attendance and/or to provide additional remediation to students before Retest 1. However, scores must be submitted before the deadline established by the North Carolina Testing and Accountability Programs and published on the [Testing News Network](#) (TNN).

## Use of Test Scores

According to State Board of Education policy [GCS-C-003 \(16 NCAC 6D.0305\)](#), the LEA shall include each student's end-of-course assessment results in the student's permanent records and high school transcript. With the exception of students following the Occupational Course of Study, LEAs shall use results from all operational end-of-course assessments as at least 25% of the student's final grade for each respective course.

According to State Board of Education policy [GCS-C-020](#), student scores from the Algebra I, English I, and Biology end-of-course tests are used in the computation of school growth and performance composite at the state level.

At the federal level, Algebra I and English I are used for meeting the *No Child Left Behind Act of 2001* (NCLB) high school testing requirements and for calculating adequate yearly progress (AYP). The end-of-course test of Biology is administered to meet the high school science test requirement under NCLB but is not used for calculating AYP.

Note: Students in elementary school (i.e., grades K–5) are rarely enrolled in courses requiring an EOC. When this does occur, students must be assessed. These scores (when applicable) must be used to calculate course grades and recorded in NC WISE for historical purposes.

## Maximum Testing Time Allowed

The North Carolina Department of Public Instruction requires all students be allowed ample opportunity to complete the North Carolina End-of-Course Tests. However, no administration of a North Carolina End-of-Course Test may exceed the maximum testing time of four hours (except for those involving students with documented special needs requiring accommodations, such as *Scheduled Extended Time*). The maximum testing time allowed does not include time for general instructions or breaks. At the school level, provisions must be made for students who need time beyond that scheduled to complete the test. Test administrators must consult with school test coordinators for the procedure to follow in providing additional time to students to complete the test.

Note: For best practices, the North Carolina Testing Program strongly recommends schools schedule each end-of-course test (within the same school day) for a maximum four-hour time period that does not interfere with lunch or bus schedules. All students, including students with

the *Scheduled Extended Time* accommodation, must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.

In *rare* cases in which students must leave the testing area for lunch, the test administrator must alert the students that they have five minutes remaining before the lunch break. Students must be told the test administrator will clip test books so students cannot go back to previously attempted questions. Pages that contain reading selections students will need must not be paper clipped. Therefore, students should complete the reading selection they are working on and the selection's questions before going to lunch. During lunch, students must not be allowed to discuss specific test questions or information contained within the test. *All test materials must remain secure.* Test administrators must inform students of this policy before students leave the testing area.

A student who needs more than the estimated time to complete the test should continue to be given a two-minute break every 60 minutes. For all breaks, the student's answer sheet, blank paper, and graph paper (if applicable) must be placed inside the test book and the test book closed. During breaks, students must not be allowed to discuss specific test questions or information contained within the tests. Five minutes before the maximum time allowed is over, the test administrator must alert students that they have five minutes remaining.

### **Estimated Administration Time for All End-of-Course Tests**

For the end-of-course tests, the stated estimated administration time is the time that the North Carolina Department of Public Instruction (NCDPI) estimates it will take for approximately 95% of the tested students to complete the tests. The NCDPI requires all students be allowed ample opportunity to complete the tests. As long as students are engaged and working and the maximum time allowed has not been reached, they must be given time to complete the tests. At the school level, provisions must be made for students who will need time beyond that scheduled to complete the tests.

**Student Background Information.** LEAs have the option of having students complete the student background information on the day before testing or just before the scheduled test administration.

Testing Activity	Estimated Time	Maximum Time Allowed*
Student Background Information	10 minutes	240 minutes
Actual Testing Time	150 minutes	
2 Two-Minute Breaks	4 minutes	
<b>Total Testing Time</b>	<b>164 minutes</b>	

\*The maximum time allowed does not include time for general instructions or breaks.

### **Test Materials**

The *Test Administrator's Manual* must be provided to test administrators during training. Before the test administration, test administrators must read and study the manual carefully, so the school test coordinator can answer any questions the test administrator may have. All other test materials are to be distributed to test administrators immediately before each test administration and returned to the principal or school test coordinator at the end of each test administration.

At no time shall proctors be alone with student test booklets or state test administration materials. Proctors are not to pick up test materials from or return test materials to the school test coordinator at the beginning or the end of testing unless accompanied by the appropriate school personnel. Every effort must be made to prohibit public access to secure state tests before and after each test administration.

The test administrator is not to give students additional materials during the test administration (with the exception of additional blank paper, graph paper, or pencils as specified in the *Test Administrator's Manual*, if applicable) without the prior written consent of the NCDPI Division of Accountability Services/North Carolina Testing Program through the school system test coordinator. Reference books, textbooks, cell phones, cameras, thesauruses, mp3 players, smartpens, and music are prohibited during the administration of any test in the North Carolina Testing Program.

Only approved supplemental materials may be used during the test administration. Students may use color acetate overlays during the administration of state tests. Students may use highlighters in the test booklets for state-developed end-of-course tests. Students must not use highlighters on the answer sheets.

*Test administrators are responsible for all test materials in their care.* The local school system or school test coordinator will provide each test administrator with:

1. the *Test Administrator's Manual* for the North Carolina End-of-Course Tests (i.e., for paper-and-pencil EOC tests only) or the *Test Administrator's Manual* for the North Carolina End-of-Course Online Tests (i.e., for online EOC test administrations only);

Note: End-of-course online assessments are offered as an option to the paper-and-pencil end-of-course multiple-choice tests. Additional information and instructions for administering the end-of-course online assessments are found in the *Test Administrator's Manual* for the North Carolina End-of-Course Online Tests.

2. an appropriate number of test books and answer sheets for the designated North Carolina End-of-Course Test (i.e., for use with paper-and-pencil EOC tests only) for the group of students to be tested. Test books and answer sheets must be counted and the number recorded before distribution to students and upon collection;
3. a supply of NCDPI Division of Accountability Services/North Carolina Testing Program issued/approved graph paper for the Algebra I test only. The NCDPI-issued/approved graph paper cannot be photocopied and used for test administration or instructional purposes;
4. a computer(s) with an up-to-date web browser, Flash 9 (or newer) player to administer the online EOC tests (see <http://cuacs8.mck.ncsu.edu/eoc/> for all technical requirements). Computers must be able to communicate securely with host servers;
5. one North Carolina General Purpose Header Sheet for each class or test group (i.e., for use with paper-and-pencil EOC tests only); and
6. envelopes or vinyl bags for repackaging the test materials to be scored (i.e., for use with paper-and-pencil EOC tests only).

In addition, test administrators will need:

1. extra, sharpened No. 2 pencils with erasers;
2. a supply of blank paper;
3. graphing calculators for the Algebra I tests;

Note: Before beginning and immediately following testing that requires calculator use, the calculator memory and all applications (including preloaded) must be cleared from all calculators that are used during each administration of the test.

4. jumbo paper clips;

**Clipping test books for paper-and-pencil EOC tests:** In rare cases in which students must leave the testing area for lunch, the test administrator must alert the students they have five minutes remaining before the lunch break. Students must be told that the test administrator will clip test books, so students cannot go back to previously attempted questions. Pages that contain reading selections students will need must not be paper clipped. Therefore, students should complete the reading selection they are working on and the selection's questions before going to lunch. Test administrators must inform students of this policy before they clip books and the students leave the testing area. *All test materials must remain secure.*

5. an accurate timing device that does not make noise (e.g., loud ticking) or sound an alarm; and
6. *Optional:* Highlighters and color acetate overlays (for use with paper-and-pencil EOC tests).

## Testing Accommodations for End-of-Course Tests Only<sup>1</sup>

Testing Accommodation	Students with Disabilities/ Section 504	Students Identified as Limited English Proficient
Assistive Technology Devices	Yes	No
Braille Edition	No for Online EOCs Yes for Other EOC Tests	No
Braille Writer/Slate and Stylus (Braille Paper)	Yes	No
Cranmer Abacus	Yes	No
Dictation to a Scribe	Yes	No
Word-to-Word Bilingual (English/Native Language) Dictionary/ Electronic Translator	No	Yes
Hospital/Home Testing	Yes	No
Interpreter/Transliterator Signs/Cues Test	<u>No</u> for English I <sup>2</sup> <u>Yes</u> for Other EOC Tests	No <sup>2</sup>
Keyboarding Devices	Yes	No
Large Print Edition	No for Online EOCs <sup>3</sup> Yes for Other EOC Tests	No
Magnification Devices	Yes	No
Multiple Testing Sessions	Yes	Yes
One Test Item Per Page Edition	<u>No</u> for Online EOCs <sup>4</sup> <u>Yes</u> for Other EOC Tests	No
Scheduled Extended Time	Yes	Yes
Student Marks Answers in Test Book	No for Online EOCs Yes for Other EOC Tests	No
Student Reads Test Aloud to Self	Yes	Yes
Test Administrator Reads Test Aloud (in English)	<u>No</u> for English I <sup>2</sup> <u>Yes</u> for Other EOC Tests	<u>No</u> for English I <sup>2</sup> <u>Yes</u> for Other EOC Tests
Computer Reads Test Aloud—Student Controlled (Online EOC Tests Only)	<u>No</u> for English I <sup>2</sup> <u>Yes</u> for Other EOC Tests	<u>No</u> for English I <sup>2</sup> <u>Yes</u> for Other EOC Tests
Testing in a Separate Room	Yes	Yes

<sup>1</sup>To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of any restrictions affecting appropriate use of these accommodations.

<sup>2</sup>Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the English I test invalidates test results because the test measures reading skills. However, test directions in the *Directions for Administration* section of the manual may be signed/cued to students during the English I test administration. The testing session (i.e., small group) is allowed to use one test form (i.e., same form letter and form number) for these accommodations at one testing site (i.e., classroom). A different form (i.e., different letter) must be used for each of these sessions within a school.

<sup>3</sup>The *Large Print Edition* accommodation is not an applicable accommodation for end-of-course online tests because font size can be increased by all students.

<sup>4</sup>The *One Test Item Per page Edition* accommodation is not an applicable accommodation for end-of-course online tests because all tests are presented one test item at a time.

Note: The [Testing Students with Disabilities](#) document provides additional information on accommodations and guidelines for testing students with disabilities. The [Guidelines for Testing Students Identified as Limited English Proficient](#) document and any published supplements or updates provide additional information on accommodations and guidelines for testing students identified as limited English proficient.

## Achievement Level Ranges for North Carolina End-of-Course Tests

The following achievement level ranges for end-of-course multiple-choice assessments have been approved by the State Board of Education ([GCS-C-010](#)) for use in the ABCs Accountability Program:

Test	Level I	Level II	Level III	Level IV
<b>Algebra I</b> (effective 2007–08)	≤ 139	140–147	148–157	≥158
<b>English I</b> (effective 2007–08)	≤ 137	138–145	146–156	≥157
<b>Biology</b> (effective 2008–09)	≤ 137	138–146	147–158	≥159

## **L. North Carolina Alternate Assessments**

This section contains information on the following North Carolina Alternate Assessments:

- ***NCEXTEND2***
  - End-of-Grade Reading Comprehension and Mathematics Tests—Grades 3–8
  - End-of-Grade Science—Grades 5 and 8
  
- ***NCEXTEND1***
  - Reading and Mathematics—Grades 3–8 and 10
  - Science—Grades 5, 8, and 10
  - Writing—Grade 10

## **Students with *Only* 504 Plans—Not Eligible for Participation in Alternate Assessments**

Students with only Section 504 Plans are not eligible for participation in any of North Carolina's alternate assessments. There are no exceptions to this policy except for those conditions listed under specific alternate assessments, as applicable. These alternate assessments include:

***NCEXTEND2*** EOG Reading at grades 3–8, Mathematics at grades 3–8, and Science at grades 5 and 8.

***NCEXTEND1*** for Reading at grades 3–8 and 10; Mathematics at grades 3–8 and 10; Science at grades 5, 8 and 10; and Writing at grade 10.

Students who have only a Section 504 Plan may participate in the standard test administration with accommodations as documented in their individual Section 504 Plan.

Students with Section 504 Plans who do not have a current IEP and who participate in one or more of these alternate assessments will have their scores invalidated and removed from the end-of-year NCDPI Accountability database.

For questions concerning this information, please contact your regional accountability coordinator (RAC).

## ***NCEXTEND2* for End-of-Grade (EOG) Reading Comprehension and Mathematics Tests at Grades 3–8**

[Test Administrator's Manual — Information for Parents, Teachers, and Students](#)  
[Understanding the Individual Student Report \(Grades 3–8\)](#)

### ***NCEXTEND2* Alternate Assessment—EOG Reading Comprehension and Mathematics**

The *NCEXTEND2* Alternate Assessment for EOG Reading Comprehension and Mathematics at Grades 3–8 is an alternate assessment for students with disabilities who are working toward grade-level achievement but are having continued difficulty making progress in the same time frame as students without disabilities. The assessment is a multiple-choice test with fewer items than the standard administration that utilizes universal design principles to address accessibility for students with disabilities. *NCEXTEND2* uses shorter reading selections, simplified language, and fewer test items and item responses (foils/answer choices) to assess students on grade-level content. *NCEXTEND2* provides access to the statewide testing program through a test design that utilizes a different format and permits the use of modified academic achievement standards (achievement levels). The *NCEXTEND2* Alternate Assessment for EOG Reading Comprehension and Mathematics Tests will be administered to students whose Individualized Education Program (IEP) designates *NCEXTEND2* as the appropriate assessment for end-of-grade reading comprehension and/or mathematics at grades 3–8.

### **Eligible Students**

All students at grades 3–8 whose IEPs designate the use of *NCEXTEND2* for reading comprehension and/or mathematics for testing purposes will participate in the *NCEXTEND2* test(s) of reading comprehension and/or mathematics. To determine student participation in the *NCEXTEND2* EOG for reading comprehension and/or mathematics, the following eligibility requirements must be considered:

- The student must have a current IEP.
- The student does not have only a current Section 504 Plan.  
Note: Students with only Section 504 Plans (i.e., students who do not have a current IEP that designates participation in an alternate assessment) are not eligible for participation in any of North Carolina's alternate assessments. These students may participate in the standard test administration with accommodations as documented in their individual Section 504 Plans.
- The student, if identified as limited English proficient (LEP), must also have a current IEP.  
Note: Students with current IEPs identified as limited English proficient (LEP) scoring below Level 4.0 Expanding on the state-identified English language proficiency reading placement test and in their first year in U.S. schools are not required to be assessed on the reading part of the *NCEXTEND2* ([GCS-C-021 \[16 NCAC 6G .0312\]](#)). Students are required, however, to participate in the administration of the mathematics test at grades 3–8 and the science test at grades 5 and 8.
- The student is not identified as having a significant cognitive disability.
- The student is not receiving instruction in the North Carolina *Standard Course of Study* through the Extended Content Standards.

- The student's progress in response to high-quality instruction is such that the student is not likely to achieve grade-level proficiency within the school year covered by the IEP.
- The student's disability has precluded the student from achieving grade-level proficiency, as demonstrated by objective evidence, (e.g., results from standardized state tests, IQ tests, achievement tests, aptitude tests, and psychological evaluations. It is the expectation that more than one objective measure would be used to assist in the evaluation of a student's assessment placement).
- The student's IEP must include goals that are based on grade-level content standards and provide for monitoring the student's progress in achieving those goals.
- The nature of the student's disability may require assessments that are different in design.

In rare cases, students who are medically fragile due to a significant medical emergency and/or condition and are unable to participate in a specific test administration may be granted a medical exception. The principal or school test coordinator must contact the school system test coordinator for procedures on how to request a medical exception. All medical exceptions must be approved by the Division of Accountability Services/North Carolina Testing Program.

## Test Materials

The *Test Administrator's Manual* must be provided to test administrators during training. Before the test administration, it is imperative test administrators read and study the manual carefully, so the school test coordinator can answer any questions the test administrator may have. All other test materials are to be distributed to test administrators immediately before each test administration and returned to the principal or school test coordinator at the end of each test administration.

At no time are proctors to be alone with the student test booklets or state test administration materials. Proctors are not to pick up test materials from or return test materials to the school test coordinator at the beginning or the end of testing unless accompanied by the appropriate school personnel. Every effort must be made to minimize public access to secure state tests before and after each test administration.

The test administrator is not to give students additional materials during the test administration (with the exception of additional blank paper, graph paper, or pencils, as specified in the *Test Administrator's Manual*, if applicable) without the prior written consent of the NCDPI Division of Accountability Services/North Carolina Testing Program through the school system test coordinator. Reference books, textbooks, cell phones, thesauruses, mp3 players, cameras, smartpens, and music are prohibited during the administration of any test in the North Carolina Testing Program.

Only approved supplemental materials may be used during the test administration. Students may use color acetate overlays during the regular administration of state tests. Students may use highlighters in the test booklets for the state-developed **NCEXTEND2** alternate assessment for end-of-grade multiple-choice tests of reading and mathematics. Students must not use highlighters on the answer sheets.

Test administrators are responsible for all materials in their care. The local school system or school test coordinator will provide each test administrator with the following materials:

For the **NCEXTEND2** Alternate Assessment for EOG Reading Test:

1. the *Test Administrator's Manual* for the **NCEXTEND2** Alternate Assessment for EOG Reading and Mathematics at Grades 3–8;
2. an appropriate number of test books and answer sheets for the group of students to be tested (must be counted and the number recorded before distribution to students and upon collection);
3. one North Carolina General Purpose Header Sheet for each class or test group; and
4. envelopes or vinyl bags for repackaging the test materials to be scored.

In addition, test administrators will need the following materials:

1. extra, sharpened No. 2 pencils with erasers;
2. a supply of blank paper;
3. jumbo paper clips;

**Clipping test books:** In rare cases in which students must leave the testing area for lunch, the test administrator must alert students they have five minutes remaining before the lunch break. Students must be told the test administrator will clip test books, so students cannot go back to previously attempted questions. Pages that contain reading selections students will need must not be paper clipped. Therefore, students should complete the reading selection they are working on and the selection's questions before going to lunch. During lunch, students must not be allowed to discuss specific test questions or information contained within the tests. All test materials must remain secure. Test administrators must inform students of this policy before clipping books and students leaving the testing area.

4. an accurate timing device that does not make noise (e.g., loud ticking) or sound an alarm; and
5. (Optional) highlighters and color acetate overlays.

For the **NCEXTEND2** Alternate Assessment for EOG Mathematics Test:

1. the *Test Administrator's Manual* for the **NCEXTEND2** Alternate Assessment for EOG Reading and Mathematics at Grades 3–8;
2. an appropriate number of test books and answer sheets for the group of students to be tested (must be counted and the number recorded before distribution to students and upon collection);
3. a supply of the NCDPI Division of Accountability Services/North Carolina Testing Program issued/approved graph paper. The NCDPI-issued/approved graph paper cannot be photocopied and used for test administration or instructional purposes;
4. one North Carolina General Purpose Header Sheet for each class or test group; and
5. envelopes or vinyl bags for repackaging the test materials to be scored.

In addition, test administrators will need the following materials:

1. extra, sharpened No. 2 pencils with erasers;

2. a supply of blank paper;
3. calculators; (Each student at grades 3–7 must have access to a calculator during the calculator active part of the mathematics test only. Each student at grade 8 must have access to a calculator during the entire mathematics test. The [Calculator Use](#) section and the [Minimum \(At Least\) Calculator Requirements](#) chart located in this handbook provide additional information regarding calculators.)
4. jumbo paper clips;

**Clipping test books:** In rare cases in which students must leave the testing area for lunch, the test administrator must alert students they have five minutes remaining before the lunch break. Students must be told the test administrator will clip test books so students cannot go back to previously attempted questions. During lunch, students must not be allowed to discuss specific test questions or information contained within the tests. All test materials must remain secure. Test administrators must inform students of this policy before clipping books and students leaving the testing area.

5. an accurate timing device that does not make noise (e.g., loud ticking) or sound an alarm; and
6. (Optional) highlighters and color acetate overlays.

## Testing Window

School systems shall direct schools to administer the first administration (i.e., Regular administration) of the *NCEXTEND2* during the last 27 days of the school year. For school systems that were required to adjust their schedules due to adverse weather conditions and other emergencies, the testing schedule is to be adjusted to fall within the final 27 days of the adjusted school year.

The administration of the *NCEXTEND2* Alternate Assessment for EOG Science at Grades 5 and 8 does not have to occur during the same week and/or on a consecutive school day with the reading comprehension and mathematics *NCEXTEND2* Alternate Assessment for EOG tests. The science test at grades 5 and 8 may be administered during a different week of the testing window for the *NCEXTEND2* Alternate Assessment for EOG. Testing grade levels in two subjects (i.e., reading comprehension and science, mathematics and science, or reading comprehension and mathematics) on one day is prohibited. Instructions for administering the *NCEXTEND2* Alternate Assessment for EOG Science at Grades 5 and 8 are found in a separate test administrator's manual.

## Testing Schedule

- The tests must be administered as early in the school day as the school schedule permits.
- Afternoon administrations of the *NCEXTEND2* Alternate Assessment for EOG are prohibited except for those involving students who receive certain testing accommodations (e.g., *Scheduled Extended Time* or *Multiple Testing Sessions*).
- All students at the same grade level within a school must be administered the appropriate *NCEXTEND2* test at the same time on the same day.
- School systems shall permit schools to test one grade (for example, grade 3) in mathematics on the first day and reading on the following day, and another grade (for example, grade 4) reading on the first day and the mathematics on the following day.

- Testing grade levels in two subjects (i.e., science and reading, science and mathematics, or reading and mathematics) on one day is prohibited.
- Students at different grade levels cannot be administered tests in the same classroom.
- The Student Background Information must be completed before the administration of the *NCEXTEND2* Alternate Assessment for EOG. LEAs have the option of having students complete the Student Background Information on the day before testing or just before the scheduled test administration.
- Testing of reading comprehension and mathematics must occur on consecutive school days.
- The *NCEXTEND2* Alternate Assessment for EOG reading must be administered on one day (i.e., not over two or more days), unless it has been documented in the student's current IEP that the student may receive approved accommodations that would extend the test over a specific time period.
- At grades 3–7, the mathematics test may be administered on one day or on two consecutive school days.
- All grade 8 mathematics test administrations must be administered on one school day (i.e., not over two or more days). The school system must administer the test over multiple testing sessions if it has been documented in the student's current IEP that the student is to receive the *Multiple Testing Sessions* accommodation.
- At grades 3–7, the calculator active part of the mathematics test must be administered before the calculator inactive part of the test. For one-day mathematics administrations at grades 3–7, calculators must be collected before beginning the calculator inactive part of the test.
- Students at grades 3–7 use calculators for the calculator active part of the test only.
- Students at grade 8 use calculators for the entire mathematics test administration.  
Note: If schools do not have enough calculators to accommodate all students at a grade level, the testing schedule may be staggered by grade only. The school system test coordinator is responsible for assisting schools with staggering the test administration schedule to accommodate access to calculators.
- The NCDPI requires that all students be allowed ample opportunity to complete the *NCEXTEND2* reading and mathematics tests at grades 3–8. At the school level, provisions must be made for students who will need time beyond that scheduled to complete the tests.

Note: Standardized test procedures for students with disabilities require test accommodations and administrative procedures be developed and implemented to ensure individual student needs are met and, at the same time, maintain sufficient uniformity of the test administration to maintain test validity and to fulfill the requirements of testing for accountability. For additional information regarding testing students with disabilities, refer to the [Testing Students with Disabilities](#) publication and any published supplements or updates.

## Estimated Test Administration Time

The NCDPI requires all students participating in the *NCEXTEND2* Alternate Assessment for EOG Reading and Mathematics to be allowed ample opportunity to complete the tests. As long as students are engaged and working, they must be allowed time to complete the test. At the school level, provisions must be made for students who will need time beyond that scheduled to complete the test(s). Test administrators must consult with school test coordinators for the

procedure to follow in providing additional time to students to complete the *NCEXTEND2* for EOG tests.

Note: For best practices, the North Carolina Testing Program strongly recommends schools schedule each *NCEXTEND2* test so it does not interfere with lunch or bus schedules. All students, including students with the *Scheduled Extended Time* accommodation, must be allowed to eat lunch during the school day and travel home at their regularly scheduled time.

A student who needs more time than the estimated time to complete the test should continue to be given a three-minute break every 30 minutes. For all breaks, the student's answer sheet, blank paper, and graph paper (if applicable) must be placed inside the test book and the test book closed before the student exits the room. During breaks, students must not be allowed to discuss specific test questions or information contained within the tests.

In rare cases in which students must leave the testing area for lunch, the test administrator must alert the students they have five minutes remaining before the lunch break. Students must be told the test administrator will clip test books, so the students cannot go back to previously attempted questions. Pages that contain reading selections students will need must not be paper clipped. Therefore, students should complete the reading selection they are working on and the selection's questions before going to lunch. During lunch, students must not be allowed to discuss specific test questions or information contained within the tests. All test materials must remain secure. Test administrators must inform students of this policy before students leave the testing area.

### Charts of Estimated Test Administration Time

Student Background Information	Grades	Items	Minutes
Complete before the test administration	3–8	NA	20–26
Mathematics Test/Calculator Active	Grades	Items	Minutes
<u>Mathematics Test/Calculator Active</u>	3–7	27	70
2 Three-Minute Breaks			6
General Instructions			12
<b>Estimated Total Testing Time for Calculator Active <u>Only</u></b>			<b>88</b>
Mathematics Test/Calculator Inactive	Grades	Items	Minutes
<u>Mathematics Test/Calculator Inactive</u>	3–7	13	45
1 Three-Minute Break			3
General Instructions			12
<b>Estimated Total Testing Time for Calculator Inactive <u>Only</u></b>			<b>60</b>

<b>Mathematics Test/Calculator Active</b>	<b>Grade</b>	<b>Items</b>	<b>Minutes</b>
<b><u>Mathematics Test/All Calculator Active</u></b>	8	40	90
2 Three-Minute Breaks			6
General Instructions			12
<b>Estimated Total Testing Time for Calculator Active <u>Only</u></b>			<b>108</b>
<b>Reading Comprehension</b>	<b>Grades</b>	<b>Items</b>	<b>Minutes</b>
<b><u>Reading Comprehension Test</u></b>	3–8	40	120
2 Three-Minute Breaks			6
General Instructions			9
<b>Estimated Total Testing Time for Reading Comprehension</b>			<b>135</b>

### Testing Accommodations for *NCEXTEND2* Alternate Assessment for End-of-Grade Tests of Reading and Mathematics Only<sup>1</sup>

<b>Accommodations</b>	<b>Students With Current IEPs<sup>2</sup></b>	
	<b>Reading</b>	<b>Mathematics</b>
Assistive Technology Devices	Yes	Yes
Braille Edition	Yes	Yes
Braille Writer/Slate and Stylus (Braille Paper)	Yes	Yes
Cranmer Abacus	Yes	Yes
Dictation to a Scribe	Yes	Yes
Hospital/Home Testing	Yes	Yes
Interpreter/Transliterator Signs/Cues Test	No <sup>3</sup>	Yes
Keyboarding Devices	Yes	Yes
Large Print Edition	Yes	Yes
Magnification Devices	Yes	Yes
Multiple Testing Sessions	Yes	Yes
One Test Item Per Page Edition	Yes	Yes
Scheduled Extended Time	Yes	Yes
Student Marks Answers in Test Book	Yes	Yes
Student Reads Test Aloud to Self	Yes	Yes
Test Administrator Reads Test Aloud (in English)	No <sup>3</sup>	Yes
Testing in a Separate Room	Yes	Yes

<sup>1</sup>To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of any restrictions affecting appropriate use of these accommodations.

<sup>2</sup>Students with disabilities who are also identified as limited English proficient (LEP) may require accommodations due to language proficiency. These must be documented in the students' IEP and may include *English/Native Language Dictionary* or *Electronic Translator*, *Multiple Testing Sessions*, *Scheduled Extended Time*, *Student Reads Test Aloud to Self*, *Testing in a Separate Room*, and *Test Administrator Reads Test Aloud (in English)* (see note below regarding use of this accommodation on the reading comprehension part of the test).

<sup>3</sup>Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the reading comprehension part of the test invalidates test results because the test measures reading comprehension. However, test directions in the test administrator's manual may be signed/cued to students during the reading comprehension part of the test.

Out-of-level assessment, use of the *Test Administrator Reads Test Aloud* or *Interpreter/Transliterator Signs/Cues Test* accommodations for the reading **NCEXTEND2** assessment and use of the calculator on the calculator inactive section of the mathematics **NCEXTEND2** assessment are not permitted as these accommodations invalidate the **NCEXTEND2** assessment results. If one or more of these accommodations is used, special coding is required on the student answer sheet.

Note: The [\*Testing Students with Disabilities\*](#) document provides additional information on accommodations and guidelines for testing students with disabilities.

## ***NCEXTEND2* Alternate Assessment for End-of-Grade (EOG) Science at Grades 5 and 8**

[Test Administrator's Manual — Information for Parents, Teachers, and Students](#)  
[Understanding the Individual Student Report \(Grades 5 and 8\)](#)

### ***NCEXTEND2* Alternate Assessment for EOG Science at Grades 5 and 8**

The *NCEXTEND2* Alternate Assessment for EOG Science at Grades 5 and 8 is an alternate assessment for students with disabilities who are working toward grade-level achievement but are having continued difficulty making progress in the same time frame as students without disabilities. The assessment is a multiple-choice test with fewer items that utilizes universal design principles to address accessibility for students with disabilities. The *NCEXTEND2* uses simplified language and fewer test items and item responses (foils/answer choices) to assess students on grade-level content. The *NCEXTEND2* provides access to the statewide testing program through a test design that utilizes a different format and permits the use of modified academic achievement standards (achievement levels). The *NCEXTEND2* Alternate Assessment for EOG Science will be administered to students whose Individualized Education Program (IEP) designates *NCEXTEND2* as the appropriate assessment for end-of-grade science at grades 5 and 8.

The *NCEXTEND2* Alternate Assessment for EOG Science at Grades 5 and 8 assesses the 2004 North Carolina *Standard Course of Study*. This test requires students to demonstrate knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. In order to align with this curriculum's focus on inquiry and higher-order thinking, this test also has an increased focus on information processing and higher-order thinking skills. Information about the content of these objectives may be obtained from the North Carolina Department of Public Instruction website at <http://www.ncpublicschools.org/curriculum/science/scos/2004/>.

### **Eligible Students**

All students at grades 5 and 8 whose IEPs designate the use of *NCEXTEND2* for science for testing purposes will participate in the *NCEXTEND2* test of science. To determine student participation in the *NCEXTEND2* EOG for science, the following eligibility requirements must be considered:

- The student must have a current IEP;
- The student does not have only a current Section 504 Plan;  
Note: Students with only Section 504 Plans (i.e., students who do not have a current IEP that designates participation in an alternate assessment) are not eligible for participation in any of North Carolina's alternate assessments. These students may participate in the standard test administration with accommodations as documented in their individual Section 504 Plans.
- The student, if identified as limited English proficient (LEP), must also have a current IEP;  
Note: Students with a current IEPs identified as limited English proficient (LEP) scoring below Level 4.0 Expanding on the state-identified English language proficiency reading placement test and in their first year in U.S. schools are not required to be assessed on the reading part of the *NCEXTEND2* (State Board of

Education policy [GCS-C-021 \[16 NCAC 6G .0312\]](#)). Students are required, however, to participate in the administration of the mathematics test at grades 3–8 and the science test at grades 5 and 8.

- The student is not identified as having a significant cognitive disability;
- The student is not receiving instruction in the North Carolina *Standard Course of Study* through the Extended Content Standards;
- The student's progress in response to high-quality instruction is such that the student is not likely to achieve grade-level proficiency within the school year covered by the IEP;
- The student's disability has precluded the student from achieving grade-level proficiency, as demonstrated by objective evidence, (e.g., results from standardized state tests, IQ tests, achievement tests, aptitude tests, and psychological evaluations. It is the expectation that more than one objective measure would be used to assist in the evaluation of a student's assessment placement);
- The student's IEP must include goals that are based on grade-level content standards and provide for monitoring the student's progress in achieving those goals; and
- The nature of the student's disability may require assessments that are different in design.

In rare cases, students who are medically fragile due to a significant medical emergency and/or condition and are unable to participate in a specific test administration may be granted a medical exception. The principal or school test coordinator must contact the school system test coordinator for procedures on how to request a medical exception. All medical exceptions must be approved by the Division of Accountability Services/North Carolina Testing Program.

## Test Materials

The *Test Administrator's Manual* must be provided to test administrators during training. Before the test administration, it is imperative test administrators read and study the manual carefully, so the school test coordinator can answer any questions the test administrator may have. All other test materials are to be distributed to test administrators immediately before each test administration and returned to the principal or school test coordinator at the end of each test administration.

At no time are proctors to be alone with the student test booklets or state test administration materials. Proctors are not to pick up test materials from or return test materials to the school test coordinator at the beginning or the end of testing unless accompanied by the appropriate school personnel. Every effort must be made to minimize public access to secure state tests before and after each test administration.

The test administrator is not to give students additional materials during the test administration (with the exception of additional blank paper, graph paper, or pencils, as specified in the *Test Administrator's Manual*, if applicable) without the prior written consent of the NCDPI Division of Accountability Services/North Carolina Testing Program through the school system test coordinator. Reference books, textbooks, cell phones, thesauruses, mp3 players, cameras, smartpens, and music are prohibited during the administration of any test in the North Carolina Testing Program.

Only approved supplemental materials may be used during the test administration. Students may use color acetate overlays during the regular administration of state tests. Students may use highlighters in the test booklets for the state-developed *NCEXTEND2* Alternate Assessment for EOG Science. Students must not use highlighters on the answer sheets.

Test administrators are responsible for all materials in their care. The local school system or school test coordinator will provide each test administrator with the following materials:

1. the *Test Administrator's Manual* for the **NCEXTEND2** Alternate Assessment for EOG Science at Grades 5 and 8;
2. an appropriate number of test books and answer sheets for the group of students to be tested (must be counted and the number recorded before distribution to students and upon collection);
3. a supply of the NCDPI Division of Accountability Services/North Carolina Testing Program issued/approved graph paper for grades 5 and 8. The NCDPI-issued/approved graph paper cannot be photocopied and used for test administration or instructional purposes;
4. for grade 8 only: a supply of the NCDPI Division of Accountability Services/North Carolina Testing Program issued/approved periodic tables;
5. one North Carolina General Purpose Header Sheet for each class or test group; and
6. envelopes or vinyl bags for repackaging the test materials to be scored.

In addition, test administrators will need the following materials:

1. extra, sharpened No. 2 pencils with erasers;
2. a supply of blank paper;
3. calculators: (Each student at grade 5 and 8 must have access to a calculator during the science test. The [Calculator Use](#) section and the [Minimum \(At Least\) Calculator Requirements](#) chart located in this handbook provide additional information regarding calculators.)
4. jumbo paper clips;

**Clipping test books:** In rare cases in which students must leave the testing area for lunch, the test administrator must alert students they have five minutes remaining before the lunch break. Students must be told the test administrator will clip test books, so students cannot go back to previously attempted questions. During lunch, students must not be allowed to discuss specific test questions or information contained within the tests. All test materials must remain secure. Test administrators must inform students of this policy before clipping books and students leaving the testing area.

5. an accurate timing device that does not make noise (e.g., loud ticking) or sound an alarm; and
6. (Optional) highlighters and color acetate overlays.

## Testing Window

School systems shall direct schools to administer the **NCEXTEND2** Alternate Assessment for EOG Science during the last 27 days of the school year. For school systems that were required to adjust their school schedule due to adverse weather conditions and other emergencies, the testing schedule is to be adjusted to fall within the final 27 days of the adjusted school year.

The administration of the ***NCEXTEND2*** Alternate Assessment for EOG Science at Grades 5 and 8 does not have to occur during the same week and/or on a consecutive school day with the reading comprehension and mathematics end-of-grade tests. The science test may be administered during a different week of the ***NCEXTEND2*** Alternate Assessment for EOG testing window. Testing grade levels in two subjects (i.e., reading comprehension and science, mathematics and science, or reading comprehension and mathematics) on one day is prohibited. Instructions for administering the ***NCEXTEND2*** Alternate Assessment for EOG Reading Comprehension and Mathematics are found in a separate test administrator's manual.

## Testing Schedule

- The ***NCEXTEND2*** Alternate Assessment for EOG Science must be administered on one school day (i.e., not over two or more days) unless the student has approved test accommodations that require testing over more than one day. The school must administer the test over multiple testing sessions if it has been documented in the student's current IEP that the student is to receive the *Multiple Testing Sessions* accommodation.
- The tests must be administered as early in the school day as the school schedule permits.
- Afternoon administrations of the ***NCEXTEND2*** Alternate Assessment for EOG Science are prohibited except for those involving students who receive certain testing accommodations (e.g., *Scheduled Extended Time* or *Multiple Testing Sessions*).
- All students at the same grade level within a school must be administered the appropriate ***NCEXTEND2*** Alternate Assessment for EOG Science at the same time on the same day.
- Testing grade levels in two subjects (i.e., science and reading comprehension, science and mathematics, or reading comprehension and mathematics) on one day is prohibited.
- Students at different grade levels cannot be administered tests in the same classroom.
- The Student Background Information must be completed before the administration of the ***NCEXTEND2*** Alternate Assessment for EOG Science. LEAs have the option of having students complete the Student Background Information on the day before testing or just before the scheduled test administration.
- Students will use calculators for the entire test administration. If schools do not have enough calculators to accommodate all students at a grade level, the testing schedule may be staggered by grade only. The school system test coordinator is responsible for assisting schools with staggering the test administration schedule to accommodate access to calculators.
- The NCDPI requires all students to be allowed ample opportunity to complete the ***NCEXTEND2*** Alternate Assessment for EOG Science at Grades 5 and 8. At the school level, provisions must be made for students who will need time beyond that scheduled to complete the tests.

Note: Standardized test procedures for students with disabilities require test accommodations and administrative procedures be developed and implemented to ensure individual student needs are met, and, at the same time, to maintain sufficient uniformity of the test administration to maintain test validity and to fulfill the requirements of testing for accountability. For additional information regarding testing students with disabilities, refer to the [Testing Students with Disabilities](#) publication and any published supplements or updates.

## Estimated Test Administration Time

The NCDPI requires all students participating in the *NCEXTEND2* Alternate Assessment for Science be allowed ample opportunity to complete the science test. As long as students are engaged and working, they must be allowed time to complete the test. At the school level, provisions must be made for students who will need time beyond that scheduled to complete the science test. Test administrators must consult with school test coordinators for the procedure to follow in providing additional time to students to complete the *NCEXTEND2* for EOG Science.

Note: For best practices, the North Carolina Testing Program strongly recommends schools schedule each *NCEXTEND2* test so it does not interfere with lunch or bus schedules. All students, including students with the *Scheduled Extended Time* accommodation, must be allowed to eat lunch during the school day and travel home at their regularly scheduled time.

A student who needs more time than the estimated time to complete the test should continue to be given a three-minute break every 40 minutes. For all breaks, the student's answer sheet, blank paper, graph paper, and periodic table (if applicable) must be placed inside the test book and the test book closed before the student exits the room. During breaks, students must not be allowed to discuss specific test questions or information contained within the test.

In *rare* cases in which students must leave the testing area for lunch, the test administrator must alert the students they have five minutes remaining before the lunch break. Students must be told the test administrator will clip test books, so the students cannot go back to previously attempted questions. During lunch, students must not be allowed to discuss specific test questions or information contained within the tests. All test materials must remain secure. Test administrators must inform students of this policy before students leave the testing area.

## Estimated Administration Time Charts

The estimated administration time, the number of breaks, and the number of items on the *NCEXTEND2* Alternate Assessment for EOG Science are provided in the following chart.

Student Background Information	Grades	Items	Minutes
Complete before the test administration	5 and 8	NA	20 (max)
Science	Grades	Items	Minutes
<b><u>Science Test</u></b>	5 and 8	60	150
3 Three-Minute Breaks			9
General Instructions			12
<b>Estimated Totals for Science</b>			<b>171</b>

Note: Additional time will be required at the end of the testing period to collect the test materials and to follow the procedures for handling the test materials.

## Testing Accommodations for the *NCEXTEND2* Test of Science Only<sup>1</sup>

Accommodations	Students with Current IEP <sup>2</sup>
	Science
Assistive Technology Devices	Yes
Braille Edition	Yes
Braille Writer/Slate and Stylus (Braille Paper)	Yes
Cranmer Abacus	Yes
Dictation to a Scribe	Yes
Hospital/Home Testing	Yes
Interpreter/Transliterators Signs/Cues Test	Yes
Keyboarding Devices	Yes
Large Print Edition	Yes
Magnification Devices	Yes
Multiple Testing Sessions	Yes
One Test Item Per Page Edition	Yes
Scheduled Extended Time	Yes
Student Marks Answers in Test Book	Yes
Student Reads Test Aloud to Self	Yes
Test Administrator Reads Test Aloud (in English)	Yes
Testing in a Separate Room	Yes

<sup>1</sup>To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of any restrictions affecting appropriate use of these accommodations.

<sup>2</sup>Students with disabilities who are also identified as limited English proficient (LEP) may require accommodations due to language proficiency. These must be documented in the students' IEP and may include *English/Native Language Dictionary* or *Electronic Translator*, *Multiple Testing Sessions*, *Scheduled Extended Time*, *Student Reads Test Aloud to Self*, *Test Administrator Reads Test Aloud (in English)*, and *Testing in a Separate Room*.

Note: The [Testing Students with Disabilities](#) document provides additional information on accommodations and guidelines for testing students with disabilities.

***NCEXTENDI* for  
Reading and Mathematics—Grades 3–8 and 10  
Science—Grades 5, 8, and 10  
Writing—Grade 10**

[Test Administrative Guide](#) — [Information for Parents, Teachers, and Students](#)

## ***NCEXTENDI* Alternate Assessment**

The *NCEXTENDI* is a performance-based alternate assessment designed to assess students with significant cognitive disabilities. The *NCEXTENDI* assessment items are grade-level, performance items that measure the standards specified in the North Carolina *Standard Course of Study* [Extended Content Standards](#). The *NCEXTENDI* is an all-inclusive assessment. Students whose IEP team determines the *NCEXTENDI* is the most appropriate assessment based on provided eligibility criteria must participate in the *NCEXTENDI* for all content areas applicable to the grade level. Reading and mathematics are assessed at grades 3–8 and 10; writing at grade 10; and science at grades 5, 8, and 10.

## **Eligible Students**

To the maximum extent possible, students with disabilities are expected to be taught according to the North Carolina [Standard Course of Study](#) and graduate with a North Carolina diploma. State Board of Education policy [GCS-C-021 \(16NCAC 6G .0312\)](#) states that all students with disabilities will participate in the statewide testing program by participating either in the administration of statewide tests, with or without accommodations, or in the North Carolina alternate assessments.

The *NCEXTENDI* Alternate Assessment is designed for students with disabilities who:

- have a current IEP;
- are enrolled in grades 3–8 or 10 according to NC WISE;
- are instructed in the North Carolina *Standard Course of Study* [Extended Content Standards](#) in all assessed content areas; and
- have a significant cognitive disability (i.e., exhibit severe and pervasive delays in all areas of conceptual, linguistic, and academic development and also in adaptive behavior areas, such as communication, daily living skills, and self-care).

The vast majority of students with disabilities do not have a significant cognitive disability. The *NCEXTENDI* is not appropriate for students who:

- are being instructed in any or all of the general grade-level content standards of the North Carolina [Standard Course of Study](#);
- demonstrate delays only in academic achievement;
- demonstrate delays due primarily to behavioral issues;
- demonstrate delays only in selected areas of academic achievement; or
- if in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study).

The ***NCEXTENDI*** Alternate Assessment is designed for students who have a severe intellectual disability; it is not designed for students who have a specific learning disability. The eligibility criteria for ***NCEXTENDI*** are available for download at the following address: <http://www.ncpublicschools.org/accountability/policies/tswd/ncextend1>.

In rare cases in which a medically fragile student, due to a significant medical emergency and/or condition, is unable to participate in a specific test administration, the principal or school test coordinator must contact the LEA test coordinator for options that may be available for that student.

## **Assessment Dates**

The ***NCEXTENDI*** EOG reading, mathematics, and science assessments are to be administered during the designated window of April 16–June 15, 2012. A separate test administration window exists for the ***NCEXTENDI*** writing assessment at grade 10. The test administration window for the ***NCEXTENDI*** writing assessment is March 5–March 16, 2012. All student assessment data must be entered by Assessors 1 and 2 by the end of the testing window.

## **Test Materials**

For the ***NCEXTENDI*** Tests of Reading, Mathematics, and Science, the NCDPI will provide test materials, including manipulative kits. Some commonly used classroom materials may be needed, and these will not be provided by the NCDPI. Assessor 1 will need to provide them. In these instances, a materials list will be sent to the LEA test coordinator for distribution to Assessor 1. For the ***NCEXTENDI*** Test of Writing at Grade 10, all necessary assessment materials will be provided by the NCDPI.

## **Estimated Time for Test Administration**

The ***NCEXTENDI*** is administered individually to each student. The time required by a student to complete the assessment will be unique and individual to each student depending on the student's ability to maintain focus, his or her medical condition, and/or fatigue factor(s).

The ***NCEXTENDI*** may be administered over several days or may be completed in one session. If a student routinely uses *Multiple Testing Sessions* during classroom instruction and similar classroom assessments, this accommodation should be documented in the student's IEP so appropriate planning and scheduling can take place before testing. *Multiple Testing Sessions* may occur over multiple sessions within the same day or over multiple days. However, the test design for the ***NCEXTENDI*** assessment also allows breaks to be taken at any time during testing if the need arises, regardless of documentation in the student's IEP. The assessors must use professional judgment to determine when a break is needed and to determine an appropriate length of time for a student's test administration.

## M. Retest 1 Policy and Procedures

This section contains information on the following assessments' Retest 1 policies and procedures:

### Elementary and Middle Grades 3–8:

- End-of-Grade Tests:
  - Reading Comprehension at Grades 3–8
  - Mathematics at Grades 3–8
  - Science at Grades 5 and 8
- **NCEXTEND2:**
  - Reading Comprehension at Grades 3–8
  - Mathematics at Grades 3–8
  - Science at Grades 5 and 8
- **NCEXTEND1:**
  - Reading Comprehension at Grades 3–8
  - Mathematics at Grades 3–8
  - Science at Grades 5 and 8

### High School:

- End-of-Course Tests:
  - Algebra I
  - Biology
  - English I
- **NCEXTEND1:**
  - Reading at Grade 10
  - Mathematics at Grade 10
  - Science at Grade 10



## **End-of-Grade Retest 1**

### **General Assessments and Alternate Assessments**

### **End-of-Grade Retest 1 Scores for ABCs and AYP Calculations**

On January 8, 2009, the State Board of Education (SBE) approved the use of reading and mathematics Retest 1 scores at grades 3 through 8 for calculating ABCs Performance Composites and AYP results for the 2008–09 school year and beyond. Science scores were approved for calculating ABCs Performance Composite.

In April 2009, the SBE approved the following eligibility and procedural requirements for Retest 1:

- All public school students at grades 3, 4, 5, 6, 7, and 8 who score Achievement Level II on the Regular administration (i.e., first administration) of the end-of-grade reading and mathematics assessments must be administered Retest 1.
- All public school students at grades 5 and 8 who score Achievement Level II on the Regular administration (i.e., first administration) of the end-of-grade science assessment must be administered Retest 1.
- Assessment is defined as the general administration and its alternate.
- Alternate assessments include
  - *NCEXTEND2* and
  - *NCEXTEND1*.
- Parents are not allowed to opt out of Retest 1 for Level II students.
- Parents of students who score Achievement Level I may request that their children participate in Retest 1. LEAs must grant all requests.
- Additional instruction before Retest 1 will be provided based on the students' needs as determined by the LEA.
- Retest 1 may be given at any time following the Regular administration as long as scores are submitted to the NCDPI by **5:00 p.m., Friday, June 29, 2012**.
- The higher of the Regular or Retest 1 score will be used for calculating ABCs Performance Composites and AYP results.
  - Reading and mathematics scores are used for calculating ABCs Performance Composite and AYP results.
  - Science scores are used for calculating ABCs Performance Composite.
- Local boards shall establish appropriate review procedures to determine promotion decisions.
- After Retest 1, schools may begin making student accountability decisions at grades 3, 5, and 8. At that time, the standard error of measurement may be used at the discretion of the LEA.
- LEAs may have more rigorous retesting policies (e.g., require all Level I Students to take Retest 1). However, local policies cannot be developed that specifically exclude any particular group of students, such as students with disabilities or students identified as limited English proficient.

### Students Exempt from Retest 1:

- Students identified as limited English proficient (LEP) in their first year in U.S. schools who score below Level 4.0 Expanding on the state-identified English language proficiency reading placement test are exempt from Retest 1 for mathematics and science because these students' scores from the Regular administration of the test are not included in ABCs or AYP. Note: This exemption from Retest 1 does not apply for reading because the aforementioned students are not required to take the Regular administration of reading.
- Students who receive a medical exemption for the Regular administration of the test are also exempt from Retest 1. (All medical exceptions must be approved by the Division of Accountability Services/North Carolina Testing Program.)

Retests are to be scheduled by the LEA either during the testing window or after it to ensure all data for the Regular administration and Retest 1 are submitted to the NCDPI by **5:00 p.m., Friday, June 29, 2012.**

## **Administration Procedures for End-of-Grade General Administration and NCEXTEND2 Retest 1**

North Carolina End-of-Grade Tests of Reading, Mathematics, and Science must remain secure. This includes adhering to the North Carolina *Testing Code of Ethics* and following the standardized test administration procedures located in the appropriate test administrator's manual for the general administration and/or its alternate. School systems must follow procedures established by the NCDPI Division of Accountability Services/North Carolina Testing Program to produce valid results for retests at grades 3 through 8.

The following administration procedures apply for administering the general assessment and **NCEXTEND2** Retest 1:

1. **General Administration:** Students must be administered another secure form of the test (i.e., a different letter).

**NCEXTEND2:** Each **NCEXTEND2** Alternate Assessment (i.e., Reading, Mathematics, and Science) has only one test form. Therefore, Retest 1 must not be administered earlier than five consecutive calendar days following the conclusion of the prior administration.

2. The test administrator must direct students to code Retest 1 under ADMINISTRATION on the answer sheet.
3. Students/test administrators are to complete all items on SIDE 1 of the student answer sheet.
4. **Misadministration:** In the event that a misadministration occurs during Retest 1, the test administrator must code additional information in the *Special Codes* section on SIDE 2 of each answer sheet. See the tables on the following page.

Information Requested	Column	Code (Fill In the Numbered Circle)
<p><b><u>General Administration:</u> Reading, Mathematics, and/or Science Misadministrations Only</b></p> <p>If the student is being administered a different secure test form (i.e., a different letter) because of a misadministration during Retest 1, test administrators must code Column I.</p>	I	<p>0 = Administered a different secure test form (i.e., a different letter) due to misadministration.</p> <p><i>Otherwise, leave the column blank.</i></p>

Information Requested	Column	Code (Fill In the Numbered Circle)
<p><b><u>NCEXTEND2:</u> Reading, Mathematics, and/or Science Misadministrations Only</b></p> <p>If the student was administered a retest because of a misadministration during Retest 1, code Column I.</p>	I	<p>0 = Administered the test again due to a misadministration.*</p> <p><i>Otherwise, leave the column blank.</i></p> <p>* <u>Note:</u> A misadministration must not be administered earlier than five consecutive calendar days following the conclusion of the prior administration.</p>

- School systems are to use and follow all procedures in the Online Testing Irregularity Submission System (OTISS) to document and report any testing irregularities that occur during Retest 1.

## Administration Procedures for *NCEXTEND1* Retest 1 at Grades 3–8 and 10

North Carolina *NCEXTEND1* tests of reading, mathematics, and science must remain secure. This includes adhering to the North Carolina *Testing Code of Ethics* and following the standardized test administration procedures located in the *NCEXTEND1* Test Administrator's Manual and Student Assessment Booklet. School systems must follow procedures established by the NCDPI Division of Accountability Services/North Carolina Testing Program to produce valid results for retests at grades 3–8 and 10.

The following procedures apply for administering the *NCEXTEND1* Retest 1 at Grades 3–8 and 10:

- Each *NCEXTEND1* Alternate Assessment (i.e., Reading, Mathematics, and Science) has only one test form. Therefore, Retest 1 must not be administered earlier than five consecutive calendar days following the conclusion of the Regular (i.e., first) administration.
- Students must be registered for the *NCEXTEND1* using NC Education.
- Data entry for the Regular administration must be completed for *NCEXTEND1* in NC Education
- When a student is registered for the *NCEXTEND1*, all student information that was entered for the Regular administration (i.e., Assessors 1 and 2, assessment history, student access survey, student achievement survey) will be saved and referenced for Retest 1 data.

5. Assessors must administer the ***NCEXTENDI*** Retest 1 according to the directions in the *Test Administrator's Manual* and the *Student Assessment Booklet* (scripts) used for the ***NCEXTENDI*** Regular administration.
6. Upon completion of the administration of the ***NCEXTENDI*** Retest 1, assessors should independently submit scoring information and information on accommodations provided during testing using NC Education located at <https://center.ncsu.edu/nc>.
7. When logging in to NC Education and entering ***NCEXTENDI***, assessors will see data entry areas for student records for Regular administrations, Field Test administrations, and Retest 1 administrations.
  - a. Student Data Entry for Regular Administrations Page
  - b. Student Data Entry for Field Test Administrations Page
  - c. Student Data Entry for Retest 1 Administrations
8. Assessors should click on the button corresponding to Retest 1 administration to independently enter student scores and accommodations provided.
9. After entering student scores, Assessors must scroll down and record the accommodations that were provided to the student(s) during testing. Student scores and accommodations provided are entered on and submitted from the same page, and scores will not be recorded without accommodations provided data entry.
10. School systems must ensure all procedures in the Online Testing Irregularity Submission System (OTISS) are followed to document and report any violations that occur during Retest 1.

## **Information Regarding *NCEXTENDI* Retest Materials**

The following materials used during the Regular administration of the ***NCEXTENDI*** assessment may be reused for the ***NCEXTENDI*** Retest 1:

- *Test Administrator's Manuals*
- Student Assessment Booklets
- Manipulative kits
- Reading Selection Booklets (for the ***NCEXTENDI*** Test of Reading only)

Student Assessment Booklets may be reused for the ***NCEXTENDI*** Retest 1. Student responses are recorded by assessors on the NCDPI-provided single-page Assessor Rating Sheets. Assessor 1 and Assessor 2 must record student responses to the ***NCEXTENDI*** Retest 1 on a new single-page Assessor Rating Sheet. LEAs should have received additional (extra) materials in the original shipment. Additional single-page Assessor Rating Sheets, if needed, may be ordered through the TNN online ordering page.

## **Flexibility for Scheduling Retest 1 End-of-Grade Assessments**

North Carolina End-of-Grade Tests must remain secure. The North Carolina *Testing Code of Ethics* applies to all retesting conducted with secure test materials. School systems must follow procedures established by the NCDPI Division of Accountability Services/North Carolina Testing Program to produce valid results for retests at grades 3 through 8.

The school system test coordinator will specify how retests are to be handled at the school.

To provide flexibility in scheduling Retest 1, school system test coordinators have the following options:

1. **Grouping students at different grade levels for Retest 1:** Students in different grade levels can be grouped for retesting only if the directions are the same, the test administration time is the same, the test materials are the same, and the test is not being read aloud. Read aloud administrations must be grade specific. Test coordinators must take care to ensure students do not feel so uncomfortable with mixed grade-level grouping that test performance is affected.
2. **Retests at the same grade level within a school:** All students at the same grade level within a school do not have to be administered the appropriate end-of-grade test on the same day. For example, some LEAs may customize remediation to meet the individual needs of students. Therefore, some students at the same grade within a school may be prepared to take Retest 1 earlier than others.
3. **Testing two subjects on the same day:** For Retest 1, retesting grade levels in two subjects on the same day is permissible.
4. **Retesting on consecutive school days:** For Retest 1, testing of reading comprehension and mathematics does not have to occur on consecutive school days.
5. **Administration schedule for Retest 1:** Test administrations for Retest 1 do not have to follow the same sequence for testing that was used for the Regular administration except for the administration of mathematics at grades 3–7 (i.e., general administration, *NCEXTEND2*). At grades 3–7, the calculator active portion of the test must be administered before the calculator inactive portion.

**Retesting grades 3–7 mathematics on the same day:** For Retest 1 at grades 3–7, retesting mathematics—calculator active and calculator inactive on the same day is permissible. Note: For end-of-grade mathematics tests at grades 3–7 (i.e., general administration, *NCEXTEND2*), the calculator active part of the test must be administered before the calculator inactive part of the test.

6. **Testing window:** To accommodate retesting for the end-of-grade general administrations and their alternate assessments, the NCDPI expanded the testing window. The testing windows are as follows:
  - End-of-Grade Reading, Mathematics, and Science: Last 22 days of the school year
  - *NCEXTEND2* Reading, Mathematics, and Science: Last 27 days of the school year
  - *NCEXTEND1* Reading, Mathematics, and Science: April 16–June 15, 2012

Retests are to be scheduled by the LEA either during the window or after it to ensure all data from the Regular administration and Retest 1 are submitted to the NCDPI by **5:00 p.m., Friday, June 29, 2012.**

**SAMPLE: PARENT LETTER (Retest 1 End-of-Grade Assessments)**

(School Address)

(Date)

Dear Parent/Guardian:

On January 8, 2009, the State Board of Education (SBE) approved the use of reading and mathematics Retest 1 scores at grades 3 through 8 and the use of science Retest 1 scores at grades 5 and 8 for calculating ABCs Performance Composite and AYP results for the 2008–09 school year and beyond. As a result of the SBE's decision, *all* public school students at grades 3 through 8 who score Achievement Level II on the Regular (i.e., first) administration of the end-of-grade reading, mathematics, and/or science assessments must be administered Retest 1.

Students at grades 3 through 8 who score Achievement Level I on the Regular administration are *not* required to take Retest 1. However, parents may contact the school and request that their child participate in Retest 1.

This letter is to inform you *that* your child scored Achievement Level I or II on the Regular administration of an end-of-grade assessment. The table below indicates the Achievement Level, the name of the assessment(s), if Retest 1 is (Yes) or is not (No) required, and the administration date(s) for Retest 1.

Achievement Level	Assessment	Required to Retest		Retest 1 Administration Date
		<input type="radio"/> Yes	<input type="radio"/> No	
		<input type="radio"/> Yes	<input type="radio"/> No	
		<input type="radio"/> Yes	<input type="radio"/> No	

If you have questions or concerns about the Retest 1 policy, please contact (Name of school contact and e-mail address/phone number).

Sincerely,

(Signature)

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My child  (name of child)  scored at Achievement Level I on the  (name of the assessment) . I would like my child to have another opportunity to take the test. Please include my child in Retest 1.

(signature of parent/guardian)

(e-mail address) (phone number)

## End-of-Course Retest 1 Administration

### Overview: End-of-Course Retest 1 Administration

Effective with the 2009-10 school year and beyond, State Board of Education policy GCS-C-031 requires schools to administer Retest 1 to students who score Achievement Level II on the Regular administration (i.e., first administration) of an end-of-course test. Procedural requirements include:

- Parents are *not* allowed to opt out of Retest 1 for Level II students.
- Parents of students who score Achievement Level I may request that their children participate in Retest 1. LEAs must grant all requests.
- Additional instruction before Retest 1 will be provided based on the students' needs as determined by the LEA.
- Retest 1 may be given at any time following the Regular administration as long as scores are submitted to the NCDPI by the deadline for accountability data submission.

Note: In the event that a misadministration is declared during the Retest 1 administration, the affected student(s) must be rescheduled for another test administration. The student(s) must be administered a different secure form of the test.

- With the exception of students following the Occupational Course of Study, EOC test scores must be used as at least 25% of the student's final course grades. Local policies determine which scores (i.e., Regular, Retest 1) are used as at least 25% of student's final grade.
- For ABCs accountability, end-of-course test scores are only used in the year in which the test was administered. The higher of the Regular or Retest 1 scores from the student's most recent test administration (i.e., summer, fall, or spring) will be used for calculating ABCs Performance Composites. For AYP, Algebra I and English I end-of-course test scores are used in the year the student is enrolled in the 10<sup>th</sup> grade. For AYP, biology end-of-course test scores are reported in the year the student is enrolled in the 11<sup>th</sup> grade.
- LEAs may have more rigorous retesting policies (e.g., require all Level I students to take Retest 1). However, local policies cannot be developed that specifically exclude any particular group of students, such as students with disabilities or students identified as limited English proficient.
- Note: Schools must not combine different end-of-course tests (i.e., English I, Algebra I, and Biology) within the same administration for Retest 1.

### Students Exempt from Retest 1:

- Students identified as limited English proficient (LEP) in their first year in U.S. schools who score below Level 4.0 Expanding on the state-identified English language placement reading subtest are *exempt from Retest 1 for mathematics and science* because these students' scores from the Regular administration of the test are not included in ABCs or

AYP calculations.

- Students who receive a [medical exception](#) for the Regular administration of the test are also exempt from Retest 1. All medical exceptions must be approved by the Division of Accountability Services/North Carolina Testing Program.

### Administration Procedures for End-of-Course Retest 1

North Carolina tests must remain secure. This includes adhering to the North Carolina *Testing Code of Ethics* and following the standardized test administration procedures located in the appropriate test administrator's manual for the general administration and/or its alternate. School systems must follow procedures established by the NCDPI Division of Accountability Services/North Carolina Testing Program to produce valid results for retests. The school system test coordinator will specify how retests are to be handled at the school. The following procedures apply for administering Retest 1:

1. Students must be administered another secure form of the test (i.e., a test form letter not previously administered to the student).
2. Test administrators must follow the same standardized test administration script used for the administration of the Regular test administration.
3. The test administrator must direct students to mark Retest 1 in the ADMINISTRATION box located on SIDE 1 of the end-of-course answer sheet.
4. Students/test administrators must complete all items on SIDE 1 of the student answer sheet.
5. Misadministration: In the event that a misadministration is declared during Retest 1, the affected student(s) must be administered a different secure test form (i.e., different letter) as soon as possible. When the student(s) is administered a different secure test form, the test administrator must code the following in the *Special Codes* Section on SIDE 2 of the student answer sheet:

Information Requested	Column	Code (Fill In the Numbered Circle)
<p><b>Misadministration</b> Code if the student is being administered a different secure test form (i.e., different letter) because of a misadministration during Retest 1.</p>	<b>I</b>	<p>0 = Administering the test again due to a misadministration.</p> <p>Otherwise, leave this column blank.</p>

6. School systems must ensure all procedures in the Online Testing Irregularity Submission System (OTISS) are followed to document and report any violations that occur during Retest 1 administrations.

## N. National Assessment of Educational Progress (NAEP)

### NAEP Assessments

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 assessments measure student performance in reading and mathematics, using some questions repeatedly to ensure comparability across the years. The long-term trend assessment allows the performance of today's students to be compared with those from more than 30 years ago. The assessment is administered to 9-, 13-, and 17-year-olds 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 selected urban districts. The assessment stays 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.

There are two NAEP websites, one for program and technical information and the other for the Nation's Report Card results.

- To read about [school selection and participation](#) in the NAEP; information for [parents](#), [educators](#), and [researchers](#); [data tools](#); [technical documentation](#); the [history of the NAEP](#); and other information about the NAEP program, explore this website: <http://nces.ed.gov/nationsreportcard>.
- To see the most recent results of assessments including [information for the media](#) and [frequently-asked questions](#) about the assessments, visit the website specifically for The Nation's Report Card: <http://nationsreportcard.gov>.

### Participation and Sampling

In accordance with [No Child Left Behind legislation](#), signed by President George W. Bush on January 8, 2002, NAEP administrations in reading and mathematics (beginning in 2003) are required at grades 4 and 8 every other year in all states. In North Carolina, State Board of Education Policy [GCS-A-001 \(16 NCAC 6D.0302\)](#) requires all selected schools to participate in the NAEP; however, at the student level, participation in the NAEP is voluntary. *No Child Left Behind* allows students or parents to refuse to participate.

For each NAEP administration, a sample of students for participation is drawn from both public and nonpublic schools at grades 4, 8, and 12. (*No Child Left Behind* requires reading and mathematics assessments at grade 12 on a nationally representative basis at least as often as in the past or every four years.) For each Long-Term Trend (LTT) assessment, a sample of students is drawn from both public and nonpublic schools at ages 9, 13, and 17. All sampling for the NAEP 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.

## NAEP Test Results

The NAEP provides results 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 by 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 represent critical junctures in academic achievement.

## NAEP 2011–2012

During the 2011–12 school year, NAEP will be assessing the performance of students at ages 9, 13, and 17 in mathematics and reading as part of the NAEP [long-term trend assessment](#). The assessment of 13-year-olds will begin on October 10 and end on December 16, 2011. Students who are 9 years old will be assessed from January 9 to March 16, 2012, and students who are 17 years old will be assessed from March 19 to May 25, 2011.

In addition to the long-term trend assessments, grade 12 students will be assessed in [economics](#), and grade 4 students will participate in a pilot study of the [computer-based writing assessment](#), from January 23 to March 2, 2012.

## Schedule for the State and National Assessment of Educational Progress (NAEP) from 2011 to 2017

NAEP assessments currently scheduled for administration are listed below. This schedule assumes continuing legislative authorization and may be augmented with advance public notice as resources permit.

YEAR	<a href="#">NATIONAL</a>	<a href="#">STATE (also TUDA)</a>	<a href="#">LONG-TERM TREND</a>
2012	economics (12) probe: technological literacy (special study) <sup>1</sup>		reading mathematics
2013	reading mathematics science high school transcript study	reading (4, 8) mathematics (4, 8) science (4, 8)	

<b>YEAR</b>	<b><u>NATIONAL</u></b>	<b><u>STATE</u> (also TUDA)</b>	<b><u>LONG-TERM TREND</u></b>
<b>2014</b>	U.S. history <sup>1</sup> civics <sup>1</sup> geography		
<b>2015</b>	reading (4, 8) mathematics (4, 8) writing	reading (4, 8) mathematics (4, 8) writing (4, 8)	
<b>2016</b>	arts (8)		reading mathematics
<b>2017</b>	reading mathematics science high school transcript study	reading (4, 8) mathematics (4, 8) science (4, 8)	

<sup>1</sup> Updated or new [framework](#) is planned for implementation in this subject. In the case of subjects for which frameworks are already adopted, the National Assessment Governing Board will decide whether a new or updated framework is needed for this assessment year.

Note: At the national level, grades tested are 4, 8, and 12 unless otherwise indicated, except that long-term trend assessments sample students at ages 9, 13, and 17.

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**General Information  
About NAEP**

[Frequently Asked Questions](#)  
about NAEP

[An Introduction to NAEP](#)

[An Overview of NAEP](#)

[NAEP Activities](#)

[The Nation's Report Card: 2007](#)

Calendar of [NAEP assessments](#) [At a Glance](#)

Links to [recently published materials](#)



## O. Acronyms and Glossary of Assessment Terms

**Education Acronyms:** The North Carolina Department of Public Instruction (NCDPI) has published a list of the more commonly used acronyms or abbreviations and their meanings. View the list of acronyms at <http://www.ncpublicschools.org/acronyms/>.

### **ACCESS for ELLs<sup>®</sup>**

ACCESS for ELLs<sup>®</sup> is the state-designated English language proficiency test. All students identified as limited English proficient must be annually assessed during the state-designated testing window using the ACCESS for ELLs<sup>®</sup> to satisfy the NCLB Title III requirements.

### **Accommodation**

A change in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode, or others, including any combination of these that do not change the construct intended to be measured by the assessment or the meaning of the resulting scores. Accommodations are used for equity, not advantage, and serve to provide fairness to all students. To be appropriate, assessment accommodations must be identified in the student's Individualized Education Program (IEP) or Section 504 Plan and used regularly during instruction and classroom assessments.

### **Accountability**

The use of assessment results and other data to ensure schools are achieving desired results in student learning. Common elements include standards, indicators of progress toward meeting those standards, analysis of data, reporting procedures, and rewards or sanctions.

### **Accountability Services**

Accountability Services refers to the North Carolina Department of Public Instruction, Division of Accountability Services personnel in the Test Development, Testing Policies & Operations, and Reporting sections.

### **Accountability System**

A plan that uses assessment results and other data outlining the goals and expectations for students, teachers, schools, districts, and states to demonstrate the established components or requirements of accountability. An accountability system typically includes rewards for those who exceed the goals and sanctions for those who fail to meet the goals.

### **Achievement Level**

A description of a test taker's competency in a particular area of knowledge or skill, usually defined as ordered categories on a continuum classified by broad ranges of performance.

### **Achievement Test**

An instrument designed to efficiently measure the amount of academic knowledge and/or skill a student has acquired from instruction. Such tests provide information that can be compared to either a norm group or a measure of performance.

### **Adaptation**

A generalized term that describes a change made in the presentation, setting, response, timing, or scheduling of an assessment that may or may not change the construct of the assessment.

### **Adequate Yearly Progress (AYP)**

A provision of the federal *No Child Left Behind* (NCLB, 2001) legislation requiring schools, districts, and states to demonstrate that students are making academic progress based on test scores.

### **Age Appropriate**

The characteristics of the skills taught, the activities and materials selected, and the language level employed that reflect the chronological age of the student.

### **Aggregation**

The total or combined performance of all students for reporting purposes.

### **Alignment**

The similarity or match among content standards, performance standards, curriculum, instruction, and assessments in terms of knowledge and skill expectations.

### **Alternate Assessment**

An instrument used in gathering information on the standards-based performance and progress of a relatively small population of students whose disabilities preclude their valid and reliable participation in general assessments, with or without accommodations, as determined by the IEP team.

### **Annual Testing Cycle**

The annual testing cycle for the North Carolina Testing Program begins July 1 and ends June 30 of each school year.

### **Assessment**

The process of collecting information about individuals, groups, or systems that relies on a number of instruments, one of which may be a test. Thus, assessment is a more comprehensive term than test.

### **Assessment Literacy**

The knowledge of the basic principles of sound assessment practice, including terminology, development, administration, analysis, and standards of quality.

### **Assistive Technology**

A device or service that is used to increase, maintain, or improve the functional capabilities of a student with a disability.

### **Authentic Assessment**

An evaluation of student learning that requires demonstration of the behavior the learning is expected to produce.

### **Baseline Data**

The initial measures of performance against which future measures will be compared.

### **Benchmark**

A specific statement of knowledge and skills within a content area's continuum that a student must possess to demonstrate a level of progress toward mastery of a standard.

**Bias (test bias)**

In a statistical context, bias is a systematic error in a test score. In discussing test fairness, bias is created by not allowing certain groups into the sample, not designing the test to allow all groups to participate equitably, selecting discriminatory material, testing content that has not been taught, etc. Bias usually favors one group of test takers over another, resulting in discrimination.

**Body of Evidence**

Information or data either produced by the student or collected by someone who is knowledgeable about the student that establishes that the student can perform a particular skill or has mastered a specific content standard.

**Breadth**

The comprehensiveness of the content and skills embodied in the standards, curriculum, or assessments.

**Cohort of Students**

A group of individuals who generally cannot be compared to themselves over time. This incomparability is usually due to attrition factors, such as moving away or dropping out of school. Types of cohort studies include comparing groups of different students at the same grade level over time or comparing scores from the same group over time even though some group members may change.

**Common Curriculum**

Objectives that are unchanged between the old and new curricula.

**Confidence Level**

The likely range for a given value, given known levels of error or mistake.

**Construct Validity Evidence**

Data that illuminate the extent to which a test produces results that accurately reflect the construct the test is designed to assess.

**Content Validity Evidence**

Data that illuminate the extent to which

- the knowledge, skills, and cognitive demands of the learning objectives underlying an assessment are accurately reflected in the assessment, and
- the assessment adequately covers the domain of knowledge, skills, and cognitive demands represented in the learning objectives.

**Criterion-referenced Test (CRT)**

A test that measures specific skill development as compared to a predefined absolute level of mastery of that skill.

**Cue**

Any assistance, word, or action provided to a student which increases the likelihood the student will give the desired response.

**Curriculum**

The knowledge and skills that are taught to a student.

### **Curriculum-based Assessment (Instructionally Supportive Test)**

An assessment that mirrors instructional materials and procedures related to the curriculum, resulting in an ongoing process of monitoring progress in the curriculum and guiding adjustments in instruction, remediation, accommodations, or modifications provided to the student.

### **Cut Score**

A specified point on a score scale. Scores that are at or above that point are interpreted differently from scores below that point.

### **Depth**

The level of cognitive processing (e.g., recognition, recall, problem solving, analysis, synthesis, and evaluation) required for success relative to the performance standards.

### **Dimensionality**

The extent to which a test item measures more than one ability.

### **Disaggregation**

The collection and reporting of student achievement results by particular subgroups (e.g., students with disabilities, limited English proficient students) to ascertain the subgroup's academic progress. Disaggregation makes it possible to compare subgroups or cohorts.

### **Embedded Test Model**

An embedded test model uses an operational test to field test new items or sections. The new items or sections are “embedded” into the operational test and appear to examinees as being indistinguishable from the operational items or sections.

### **End-of-Course Test**

An end-of-course test is a state-developed test adopted by the State Board of Education for measuring student, school, and school system achievement in a specific high school course as described in the [\*Standard Course of Study\*](#) (Algebra I, Algebra II, Biology, Civics and Economics, English I, Physical Science, and U.S. History).

### **End-of-Grade Test**

An end-of-grade test is a state-developed test adopted by the State Board of Education for measuring student, school, and school system achievement in a subject taught at grades 3–8, as described in the [\*Standard Course of Study\*](#).

### **Equivalent Form**

An assessment form that contains statistically insignificant differences from other forms (e.g., the red form is not harder).

### **Errors of Measurement**

The difference between an observed score and the theoretical true score; the amount of uncertainty in reporting scores; the degree of inherent imprecision based on test content, administration, scoring, or examinee conditions within the measurement process that produce errors in the interpretation of student achievement.

**Exclusion**

The act of barring someone from participation in an assessment for reasons such as parental requests, medical condition of students, and out-of-school placements. Federal law prohibits exclusion from testing.

**Exemplar**

Scored student work that evidences or exhibits the ideal for a particular rubric score point.

**Exemption from Testing**

The act of releasing a student from a testing requirement to which others are held.

**Extended Standard**

A content standard that has been expanded while maintaining the essence of that standard, thereby ensuring all students with significant cognitive disabilities have access to and make progress in the general curriculum.

**Field Test**

A collection of items to approximate how a test form will work. Statistics produced will be used in interpreting item behavior/performance and allow for the calibration of item parameters used in equating tests.

**Formative Assessment**

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

**Gap Analysis**

An investigation of differences in achievement performance between two or more different groups of students, such as general education students and students with disabilities.

**Grade Equivalent**

A score that represents the average performance of students assessed at a specific month of a school year. For example, a grade equivalent of 5.4 on the fifth-grade test would be interpreted as a score that is average for a group that has completed the fourth month of grade 5.

**Grade Level**

The grade in which a student is enrolled or, for students not assigned a grade, the academic grade of same-age peers who are in a general education classroom.

**Grade Range**

Two or more consecutive grade levels; for example, grades 3–6 are an elementary grade range that includes grades 3, 4, 5, and 6.

**Graduation Rate**

The percentage of students who graduated from high school, as determined by a state-specific formula.

### **High Stakes Testing**

A test for which important consequences are attached to the results for students, teachers, schools, districts, and/or states. Consequences may include promotion, graduation, rewards, or sanctions.

### **Individualized Education Program (IEP)**

A document that reflects the decisions made by an interdisciplinary team, including the parent and the student when appropriate. During an IEP meeting for a student with a disability (SWD), the team will identify the student's abilities and disabilities.

### **Invalid Test Result**

An invalid test result is not to be used for Statewide Student Accountability Standards. For the ABCs Accountability Program at the school and for the federal *No Child Left Behind Act of 2001*, the student will be included in the denominator (membership) but not included in the numerator (students who have demonstrated grade-level proficiency) for the ABCs performance composite and the Adequate Yearly Progress proficiency calculation. Invalid test scores will not be used to determine growth at the school for the purpose of the ABCs.

### **Item Tryout**

An item tryout is a collection of a limited number of items of a new type, a new format, or a new curriculum. Only a few forms are assembled to determine the performance of new items and not all objectives are tested.

### **Language-Minority Student**

A language-minority student is any child whose linguistic background, such as country of origin or home environment, includes a language other than English.

### **Large-Scale Assessment**

A test that is administered simultaneously to large groups of students within the district or state.

### **Limited English Proficient (LEP)**

Limited English proficient (LEP) refers to students whose primary language is not English and who are insufficiently proficient in the English language to receive instruction exclusively from regular educational programs. (For more information, see the most recent publication of [\*Guidelines for Testing Students Identified as Limited English Proficient\*](#).)

### **Local Education Agency (LEA)**

A local education agency is a public school administrative unit under the supervision of the State Board of Education. Federal School Systems, schools administered by the North Carolina Department of Human Resources, and other special schools not administered by the North Carolina State Board of Education that elect to participate in the North Carolina Testing Program shall be considered local education agencies and are bound by the rules and procedures outlined in this document.

### **Longitudinal Method**

A comparison of measurements of the same groups of students collected at two or more points in time.

### **Modification**

A change to the testing conditions, procedures, and/or formatting so the measurement of the intended construct is no longer valid.

### **Modified Academic Achievement Standard**

An academic achievement standard that is aligned with grade-level content and contains expectations of student performance that have been adjusted to reflect reduced breadth or depth of grade-level content.

### **Multiple Measure**

A measurement of student or school performance through more than one form or test.

- For students, these might include teacher observations, performance assessments, or portfolios.
- For schools, these might include dropout rates, absenteeism, college attendance, or documented behavior problems

### **NC FALCON**

North Carolina's Formative Assessment Learning Community's Online Network (NC FALCON) offers a series of formative assessment professional development modules that support the implementation of formative assessment in North Carolina classrooms. The activities teachers are asked to complete during the modules include the following: reflect upon current practice using digital journals, observe other teachers using formative assessment, practice implementing formative assessment in the classroom, develop and implement formative assessment plans, and post comments in the online Professional Learning Community (PLC).

### **Norm-Referenced Test**

A standardized test designed, validated, and implemented to rank a student's performance by comparing that performance to the performance of that student's peers.

### **Operational Test**

A test administered statewide with uniform procedures and full reporting of scores and stakes for examinees and schools.

### **Opportunity to Learn**

The provision of learning conditions, including suitable adjustments, to maximize a student's chances of attaining the desired learning outcomes, such as mastery of content standards.

### **OTISS**

The Online Testing Irregularity Submission System (OTISS) is an online system used by school/district personnel to report all testing violations and/or testing irregularities pertaining to required state tests.

### **Out-of-Level Testing (Off-Grade or Off-Level)**

Administration of a test at a level above or below a student's present grade level to enable the student to be assessed at the level of instruction rather than the level of enrollment. Out-of-level testing results in an invalid score.

### **P-value**

The p-value is the difficulty of an item, defined by the proportion of examinees who answered an

item correctly.

### **Participation Rate**

The percentage of students in a particular group or subgroup who took a test compared to the total number within the group or subgroup who could have taken the test.

### **Percentile**

The score on a test below which a given percentage of scores fall.

### **Performance Assessment**

A task or series of tasks requiring a student to provide a response or create a product to show mastery of a specific skill or content standard.

### **Performance Level**

A measurement that distinguishes an adequate performance from a novice or expert performance. Performance level provides a determination of the extent to which a student has met the content standards.

### **Pilot Test**

A pilot test is administered in the same manner as an actual assessment but has limited associated reporting or stakes for examinees or schools.

### **Portfolio**

A collection of student-generated or student-focused evidence that provides the basis for demonstrating the student's performance level, mastery of a range of skills, or improvement in these skills over time. The portfolio evidence may include student work samples, photographs, videotapes, interviews, anecdotal records, interviews, and observations.

### **Portfolio Assessment**

An organized collection or documentation of student-generated or student-focused work typically depicting the range of an individual student's skills.

### **Precode**

LEAs may have the option to enter/mark students' demographic data on multiple-choice answer sheets before test administrations. The precoded information comes from the schools' NC WISE database.

### **Proper Test Administration**

A proper test administration is the administration of tests in the North Carolina Testing Program in accordance with the rules and procedures described in this document and the *Test Administrator's Manual* for each test and in accordance with the guidelines set forth in the [\*Testing Code of Ethics\*](#) and the North Carolina Administrative Procedures Act.

### **Raw Score**

The unadjusted score on a test, determined by counting the number of correct answers.

### **Readability**

The formatting of presented material that considers the organization of text, syntactic complexity of sentences, use of abstractions, density of concepts, sequence and organization of ideas, page format, sentence length, paragraph length, variety of punctuation, student background knowledge or interest, and use of illustrations or graphics in determining the appropriate level of difficulty

of instructional or assessment materials.

### **Real-World Application**

An opportunity for a student to exhibit a behavior or complete a task that he or she would normally be expected to perform outside of the school environment.

### **Reliability**

The degree to which an instrument measures the same way each time it is used under the same condition with the same subjects.

### **Response Requirements**

The type, kind, or method of actions required of a student to answer a question or testing item. The response may include, but is not limited to, reading, writing, speaking, creating, and drawing.

### **Rubric**

A scoring tool based on a set of criteria used to evaluate a student's test performance. The criteria contain a description of the requirements for varying degrees of success in responding to the question or performing the task. Rubrics may be diagnostic or analytic (providing ratings of multiple criteria), or they may be holistic (describing a single, global trait).

### **Scale Score**

A score to which raw scores are converted by numerical transformation. Scale scores allow comparison of different forms of the test using the same scale.

### **Secure Form of the Assessment**

A test used repeatedly with different groups of students that must be safeguarded, so all students have equal exposure to the test materials and equal opportunities for success.

### **Stakeholder**

An individual perceived to be vested in a particular decision (e.g., a policy decision).

### **Standard Error of Measurement (SEM)**

A statistical phenomenon unrelated to the accuracy of scoring. All test results, including scores on tests and quizzes designed by classroom teachers, are subject to the standard error of measurement. If a student were to take the same test repeatedly, with no change in his level of knowledge and preparation, it is possible that some of the resulting scores would be slightly higher or slightly lower than the score that precisely reflects the student's actual level of knowledge and ability. The difference between a student's actual score and his highest or lowest hypothetical score is known as the standard error of measurement.

### **Standardized**

Characterized by an established procedure that assures a test is administered with the same directions and under the same conditions (time limits, etc.) and is scored in the same manner for all students to ensure the comparability of scores. Standardization allows reliable and valid comparisons to be made among students taking the test. The two major types of standardized tests are norm-referenced and criterion-referenced.

### **Standards**

There are two types of standards: content and performance.

- **Content Standard:** A statement of the subject-specific knowledge and skills that schools are expected to teach students, indicating what students should know and be able to do.
- **Performance Standard:** An index of qualities that specify how adept or competent a student demonstration must be and consist of the following four components:
  - levels that provide descriptive labels or narratives for student performance (i.e., advanced, proficient, etc.);
  - descriptions of what students at each particular level must demonstrate relative to the task;
  - examples of student work at each level, illustrating the range of performance within each level; and
  - cut scores clearly separating each performance level.

### **Standards-Based Assessment**

An assessment constructed to measure how well students have mastered specific content standards or skills.

### **Starting Point**

The accepted baseline that is referenced to determine future levels of performance or progress.

### **Student Self-Reflection**

An assessment by a student of his or her own instruction or work.

### **Subgroup**

A well-defined group of students. For example, the NCLB Act identifies the following specific subgroups that must achieve adequate yearly progress: students of racial or ethnic minority, students with disabilities, limited English proficient (LEP) students, and economically disadvantaged students.

### **Support**

A generic term for an adaptation, accommodation, and/or modification required and used routinely by a student to perform a skill or task independently.

### **Test**

A measuring device or procedure. Educational tests are typically composed of questions or tasks designed to elicit predetermined behavioral responses or to measure specific academic content standards.

### **Test Form**

A parallel or alternate version of a test that is considered interchangeable, in that the test form measures the same constructs, is intended for the same purposes, and is administered using the same directions.

### **Test Presentation**

The method, manner, or structure in which test items or assessments are administered to the student.

## Test Security

Established procedures to ensure current or future confidentiality, fidelity, and integrity of a test, whereby public access is limited and strictly monitored with clearly outlined consequences for breaches in test security.

## Testing News Network (TNN)

As a service of the North Carolina Department of Public Instruction, the Testing News Network is the information source of the testing program of North Carolina Public Schools. Its development began in August of 1995 and is supported by the [Technical Outreach for Public Schools \(TOPS\)](#) at North Carolina State University. The purposes for its existence are the secure information dissemination for local school system test coordinators and the indexing of critical events, policies, reports, communications, process details, and software upgrades for the testing programs of North Carolina Public Schools.

## Universal Design of Assessment

A method for developing an assessment to ensure accessibility by all students regardless of ability or disability. Universal design of assessment is based on principles used in the field of architecture in which user diversity is considered during the conceptual stage of development.

## Validity

The extent to which a test measures what it was designed to measure. Multiple types of validity exist. Common types of validity include the following:

- **Construct Validity:** The extent to which the characteristic to be measured relates to test scores measuring the behavior in situations in which the construct is thought to be an important variable.
- **Content Validity:** The extent to which the stimulus materials or situations composing the test call for a range of responses that represent the entire domain of skills, understandings, or behaviors that the test is intended to measure.
- **Convergent Validity:** The extent to which the assessment results positively correlate with the results of other measures designed to assess the same or similar constructs.
- **Criterion-Related Validity:** The extent to which test scores of a group or subgroup are compared to other criteria measures (ratings, classifications, other tests) assigned to the examinees.
- **Face Validity:** Concept based on a judgment concerning how relevant the test items appear to be. It relates more to what a test appears to measure than to what the test actually measures.

## W-APT™

The WIDA ACCESS Placement Test, also known as the W-APT™, is the state-designated English language proficiency identification test. To be identified as limited English proficient, students must be assessed using the W-APT™ at initial enrollment.

## WINSCAN Program

Proprietary computer program that contains the tests' answer keys and files necessary to scan and score state multiple-choice tests. Student scores and local reports can be generated immediately using the program.



## P. Field Testing

### Participation in and Purpose of Field Testing

According to State Board of Education (SBE) policy [GCS-A-001 \(16 NCAC 6D .0302, \[j\]\)](#), in order to ensure adequate representation and the generalizability of the data used to develop tests and to conduct evaluation studies, selected LEAs and schools, determined through stratified random samples, shall participate in field testing and other sample testing such as the National Assessment of Educational Progress (NAEP) and other national or international assessments as designated by the NCDPI or the State Board of Education.

The purpose of field testing is to collect data required for developing tests and determining scales for the scoring of student tests. The development of a test requires several years of effort. Results from field tests must not be used to evaluate individual students. Results from field testing will provide valuable information regarding:

1. the valid uses of the tests,
2. the reliability of the tests,
3. the estimated time to administer the tests,
4. the length of the tests,
5. the identification of weak or defective items,
6. the spread of difficulty of the test questions,
7. the appropriateness of the directions for the tests, and
8. the detection of item bias.

Schools are randomly selected to participate in the field test samples in order to provide a group of students that represents the state in terms of achievement and demographics. Drawing a sample that represents the state allows inferences and conclusions drawn from the data to help ensure the technical quality of the tests is sound when generalized to the total group for that grade and/or subject. Every school selected, including schools with special populations, is required to participate in field testing.

### General Statute §115C-174.12: Responsibilities of Agencies

(a) The State Board of Education shall establish policies and guidelines necessary for minimizing the time students spend taking tests administered through State and local testing programs, for minimizing the frequency of field testing at any one school, and for otherwise carrying out the provisions of this Article. These policies and guidelines shall include the following:

- (1) Schools shall devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning;
- (2) Students in a school shall not be subject to field tests or national tests during the two-week period preceding the administration of end-of-grade tests, end-of-course tests, or the school's regularly scheduled final exams; and
- (3) No school shall participate in more than two field tests at any one grade level during a school year unless that school volunteers, through a vote of its school improvement team, to participate in an expanded number of field tests.



## Q. Other Testing Programs

### **Preliminary Scholastic Assessment Test (PSAT) and Scholastic Aptitude Test (SAT)**

According to General Statute §[115C-174.18](#), “every student in the eighth through tenth grades who has completed Algebra I or who is in the last month of Algebra I shall be given an opportunity to take a version of the Preliminary Scholastic Aptitude Test (PSAT) one time at State expense.” The annual PSAT allotment is sent directly to the LEAs. The NCDPI Division of Accountability Services no longer has the responsibility of managing the PSAT or SAT program.

**PSAT Contact Information:** To obtain additional information regarding the PSAT, school systems should contact the PSAT Office of the College Board at (609) 771-7070 or visit the College Board website at [www.collegeboard.com](http://www.collegeboard.com). Information related to PSAT allotments should be directed to the NCDPI School Finance Section at (919) 807-3718.

**SAT Contact Information:** To obtain additional information regarding the SAT, school systems should call (609) 771-7600 or visit the College Board website at [www.collegeboard.com](http://www.collegeboard.com).

**The North Carolina SAT Reports**—Reports on the Nation, the State, the 117 Public School Systems, Charter Schools, North Carolina School of the Arts, and North Carolina School of Science and Mathematics.

## R. Resource Documents

### Policies and Procedures for Students Receiving Services at a Visited School

The purpose of this document is to provide accountability policies and procedures for LEAs to follow regarding students receiving services at a visited school. This document applies to all public school students in grades K–12.

Per General Statute § [115C-366](#), it is the responsibility of the local education agency (LEA) to assign a base school for each child of school age residing within the LEA who qualifies under the laws of North Carolina for admission to a public school. “All students under the age of 21 years who are domiciled in a school administrative unit who have not been removed from school for cause, or who have not obtained a high school diploma, are entitled to all the privileges and advantages of the public schools to which they are assigned by the local boards of education” ([G. S. § 115C-366 \[a\]](#)). Any child with a disability who has not graduated from high school with a regular diploma is eligible to continue to receive a free, appropriate public education until the end of the school year in which that child reaches the age of 22 ([G. S. § 115C-107.1\[a\]\[2\]](#)). IDEA Regulations at [34CFR 300.116\(e\)](#) specify that in determining the educational placement of a child with a disability, each public agency shall ensure that the child “is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.” In order to exercise this responsibility for determining the least restrictive environment, the teams’ decision-making process would need to begin within the context of an age-appropriate classroom.

An LEA/school may decide it is in the student’s best interest to receive services at another school or from a service provider that is not part of the school system. These courses or services may be educational or special needs, such as for children with disabilities or limited English proficiency. In these instances, the base school still assumes responsibility for the student’s education.

With the permission of the LEA, a school has the right to allow a non-NC public school student to attend. In doing so, the school accepts responsibility for the student’s education.

It is important LEAs and schools understand the policies and procedures for including all students attending a school (whether in membership, cross enrolled, or visiting) in the State Testing and Accountability Programs.

- Students who are cross enrolled or are visiting a school are required to participate in the State’s Testing Program, if eligible.
- Eligibility is determined by the North Carolina Testing Program and includes, but is not limited to, grade-level and course enrollment. Specific eligibility requirements are published each year and can be found in the test administrator’s manuals.

The policies and procedures for reporting test results apply.

- If there is a base school, test results go back to the base school and are included in the accountability results of the base school.
- If there is no base school, test results remain at the visited school and are included in the accountability results of the visited school.

The following pages contain additional information on policy and procedures regarding students receiving services at a visited school.

### Definition of Terms

1. **Average Daily Membership:** Average Daily Membership (ADM) is a count of students *in membership* who receive an elementary, middle, or secondary education at public expense. To be included in ADM, a student must have a class schedule that is at least one-half of the school's instructional day. Students who have a schedule less than one-half of an instructional day must be assigned as visiting students and are not included in ADM.<sup>1</sup>
2. **Base School:** The base school is the school in which the student is reported for ADM (i.e., in membership). A local education agency (LEA) cannot serve as a base school. Each local board of education is authorized and directed to provide for the assignment to a public school (i.e., base school) of each child residing within the LEA who is qualified under the laws of North Carolina for admission to a public school ([G. S. § 115C-366](#)).
3. **Cross-Enrolled School:** A cross-enrolled school is a school other than the student's base school that provides a course(s) or educational service(s) to the student that is (are) not available at the student's base school.
4. **Cross-Enrolled Student:** A cross-enrolled student is in membership at the base school but is taking a course(s) or receiving educational services at another school.
5. **Visited School:** The visited school is the school in which the student receives educational services. The student is not reported in ADM (i.e., membership) at the visited school. An LEA cannot serve as a visited school.
6. **Visiting Student:** A visiting student is not in ADM at a base school but is taking a course(s) or receiving educational services at a visited school.
7. **Community Residential Centers, Developmental Day Centers, or Contracted Service Providers:** Local educational agencies furnishing special education and related services to children with disabilities may contract with private special education facilities or service providers to furnish any of these services that the public providers are unable to furnish (pursuant to [G. S. § 115C-111.2](#)).
8. **Clustered EC Student:** (Term for accountability purposes) Clustered EC students are students with disabilities (with current IEPs) who may be grouped in a school other than the students' school attendance area. Students must be administered all state-required tests. The test results of these students may be electronically moved to an attendance area school that the LEA determines. The students' test results are included in the accountability results of that school.

### Cross-Enrolled Students

There are several contexts in which students may be cross enrolled (i.e., attending two different schools). For accountability purposes, the base school and the cross-enrolled school should adhere to the following procedures:

- The NC WISE base school has a master schedule for the student.
  - The master schedule includes all classes/courses taken at the base school and each class/course taken at the cross-enrolled school.
  - Appropriate state course codes are used.

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<sup>1</sup> Public Schools of North Carolina. *School Attendance and Student Accounting Manual*. (Raleigh: NC Department of Public Instruction, 2008) 21.

- The base school is responsible for ensuring the student is administered all required state tests.
- If the visited school administers a state test to the student, the cross-enrolled school returns the student's test results (i.e., EOC and EOG) to the base school where they are included in the accountability results of the base school.
  - The answer sheet, which contains the student's responses, must be scored under the base school's header sheet and included in the accountability results of the base school.

Note: A cross-enrolled student's test results are included in the accountability results at the base school.

### **Visiting Students**

There are several contexts in which a student may be a visiting student (i.e., attending a school without a base school). For accountability purposes, the visited school should adhere to the following procedures:

- NC WISE records the student as visiting and not in ADM; however, the visited school has a master schedule for the student.
  - The master schedule includes all courses taken at the visited school.
  - Appropriate state course codes are used.
- The visited school is responsible for ensuring the student is administered all state-required tests.
- If the visited school administers a state test to the student, the student's test results (i.e., EOC and EOG) remain at the visited school and are included in the visited school's accountability results.
  - The answer sheet, which contains the student's responses, must be scored under the visited school's header sheet and included in the accountability results of the visited school.

Note: A visiting student's test results are included in the accountability results at the visited school.

### **Examples for Clarification**

The following are examples and guidelines regarding requirements to test cross-enrolled/visiting students.

1. **Foreign Exchange Students:** The LEA is responsible for ensuring all state-required tests are administered to foreign exchange students. The student is enrolled in a visited school as a visitor and not counted in ADM. Test results remain at the visited school and are included in the visited school's accountability results.
2. **Private School or Home-Schooled Students:** The local school system (LEA) agrees to allow a private school or home-schooled student to take a class(es)/course(s) at the school. The LEA is responsible for ensuring all state-required tests are administered to the visiting student. Because there is no base school, test results remain at the visited school and are included in the visited school's accountability results.
3. **Nondomiciliary Students Attending an NC School Pursuant to an Agreement with an LEA:** In some instances pursuant to an agreement with the LEA, students may be admitted to a North Carolina school in which the school is not a domiciliary. For example, a student's

family may live in Virginia and one of the parents teaches in North Carolina. The parent brings his/her child (pursuant to an agreement with the LEA) to attend the school in which he/she teaches. The student is not reported in ADM but is eligible to take state tests. The LEA is responsible for ensuring all state-required tests are administered to the student. Test results are used for ABCs/AYP at the visited school. Note: *The student is eligible for a North Carolina high school diploma.*

Note: *Nondomiciliary Students Meeting Specific Requirements:* A student who is not a domiciliary of an LEA may attend, without payment of tuition, the public schools of that LEA if the student resides with an adult domiciliary of that unit as a result of the death, serious illness, or incarceration of a parent or legal guardian; the abandonment by a parent or legal guardian; the inability of the parent or legal guardian to provide adequate care and supervision due to his/her physical or mental condition; or the loss or uninhabitability of the student's home as a result of a natural disaster. The student must not be under a term of suspension or expulsion, and affidavits must be completed by the adult with whom the student resides and the student's parent, guardian, or legal custodian ([G.S. § 115C-366](#)). If a student meets the requirements of [G.S. § 115C-366](#), the student is in ADM. Therefore, this is the student's base school. The LEA is responsible for ensuring all state-required tests are administered to the student. Test results are used for ABCs/AYP at the base school.

4. **Special Education Services:** Local educational agencies furnishing special education and related services to children with disabilities may contract with community residential centers, developmental day centers, or contracted service providers to furnish services that the public providers are unable to furnish (pursuant to General Statute § [115C-111.2](#)). All agencies not associated with local school administrative units, the Department of Health and Human Services, or the Department of Juvenile Justice and Delinquency Prevention must meet standards that apply to state and local educational agencies and secure the rights the students would have if served by the state or local educational agency (State Board of Education policy [GCS-D-003 \[16 NCAC 6H .0105\]](#)).

- a. Community Residential Centers: Pursuant to General Statute § [115C-366](#) (a1) "children living in and cared for and supported by an institution established, operated, or incorporated for the purpose of rearing and caring for children who do not live with their parents are considered legal residents of the local school administrative unit" (LEA) "in which the institution is located. These children are eligible for admission to the public schools of the local school administrative unit as provided in this section."

Example: A student residing in County A goes to live at a residential center in County B. As soon as the student becomes the ward of the residential center in County B, the student is no longer in membership in County A. County B must select a school within County B and enroll the student as a visitor. County B is responsible for the educational services of the student. All state-required tests must be administered to the student. Test results are used for ABCs/AYP at the base school.

To be in membership and receive ADM, the student residing at the residential center must physically go to a public school campus for one-half of his/her instructional day.

- b. Developmental Day Centers: Special education and related services are provided to eligible children with disabilities who are placed in accredited developmental day centers by local education agencies.

Example: If the LEA cannot provide services for a student, the LEA may place the student in a developmental day center. In this case, the student is enrolled at a base school in the LEA; the developmental day center becomes an extension of the school. The LEA is responsible for testing the student on all state-required tests. The test results are included in the accountability results at the base school.

Example: If an LEA has made a free and appropriate public education available in an LEA, and the parents of a child elect to place the child in a developmental day center for educational services, the LEA is not responsible for the cost of education. The student is not required to be tested.

Example: The local school system (LEA) may agree to allow a private school or home-schooled student to take a course(s) at the school. The LEA is responsible for ensuring all state-required tests are administered to the visiting student. Because there is no base school, test results remain at the visited school and are included in the visited school's accountability results.

- c. Contracted Service Providers: The LEA may contract with service providers to furnish services that public providers are unable to furnish.

Example: A student in County A needs an educational service that is only available in County B. County A contracts with County B for the service. ADM for the student remains in County A. County A is responsible for ensuring all state-required tests are administered to the student. Test results are used for ABCs/AYP at the base school in County A.

- d. Parentally placed private school or home-schooled students who receive services through a service plan are not required to be tested.

Example: LEAs are required to ensure equitable participation to students with disabilities. In cases where a parentally placed student in a home school attends a public school through a service plan, such as speech therapy, the student may be enrolled as a visitor. The student is not eligible for participation in the North Carolina Testing Program unless the student also enrolls in a content area course. In this case, refer to letter e below.

- e. If the parent/legal guardian contracts with the LEA for a course, then the student needs to be tested. The LEA is responsible for ensuring all state-

required tests are administered to the visiting student. Because there is no base school, test results remain at the visited school and are included in the visited school's accountability results.

- f. In a situation in which North Carolina publicly places a student in a private facility during the school year, the LEA and base school are responsible for ensuring all state-required tests are administered.
  - o The LEA/base school is responsible for notifying the private facility of the required tests, policies, and procedures and for arranging the test date and location. If the private facility will administer the state test(s), the LEA and base school must ensure all security policies and procedures are maintained.
  - o For accountability purposes, the test results of such a student must be included in the accountability results at the base school.

5. **Summer School Students Taking End-of-Course Tests:** A new accountability year begins July 1. Summer school test scores are to be returned to the base school for inclusion in the accountability results for the new accountability year. End-of-course test scores of summer school students must be included in the accountability results for the base school that the student attended in the spring.

Example: During the summer of 2008, 10 students from School A, School B, and School C attend summer school at School C. At the end of summer school, the students take the EOC tests for their respective courses. Before scoring the answer sheets for each EOC test, they are grouped under a header sheet for the base school they attended during spring 2008 (i.e., header sheet for School A, header sheet for School B, or header sheet for School C). Test results count in the 2008–09 accountability year for the school students attended in spring 2008.

6. **Clustered EC Students:** It is an LEA decision as to where test results from students with disabilities (with current IEPs) who are clustered will count for ABCs (including AYP) purposes. The LEA will need to electronically identify (using the cluster file) the appropriate schools for these students' test results before the opening of the end-of-grade testing window.
7. **Hospital/Homebound:** Educational services for hospital/homebound students are typically provided at a home or hospital by LEA/school personnel. If a student is confined at home or in a hospital, is unable to attend the base school, and is receiving homebound instruction from his/her base school/LEA, the student is considered Hospital/Homebound. Once LEA/school personnel have made contact (i.e., a face-to-face meeting) with the student to provide instruction, the student should be counted present for the span of time during which regularly scheduled hospital/homebound instructional services are delivered. (Supporting documentation should be maintained at the school.) The base school is responsible for ensuring all state-required tests are administered. [Medical exceptions](#) can be submitted, if appropriate. For accountability purposes, the test results of a hospital/homebound student must be included in the accountability results at the base school.
8. **Virtual Public Schools (NCVPS):** The North Carolina Virtual Public School (NCVPS) provides courses a student otherwise would not be able to enroll in at the student's local school. The NCVPS is not responsible for administering state tests. The base school is

responsible for administering all state-required tests. Test results shall be included in the accountability results at the base school.

9. **Learn and Earn Early College High Schools:** Learn and Earn Early College High Schools provide students the opportunity to complete high school with a high school diploma and an associate's degree or two years of transferable credit at no cost to the student. In order to participate in Learn and Earn, students must meet the course prerequisites set by the participating college or university. The base school is responsible for administering all state-required tests. Test results shall be included in the accountability results at the base school.
10. **Community College Courses:** A public school student taking a community college course must be enrolled with the appropriate state course code designated for community college courses. Community college officials have the responsibility of verifying eligibility and acceptance of the articulated course or courses on a student's high school transcript. For credit to be awarded in any individual course, all criteria of the Commission on College, Southern Association of Colleges and Schools (SACS) must be met. The base school is responsible for administering all state-required tests. Test results shall be included in the accountability results at the base school.
11. **Teacher-in-Treatment Programs:** Teacher-in-Treatment Programs are centers across the state that students attend but are not affiliated with an LEA. Students who are participating in a Teacher-in-Treatment Program should remain in membership in their base school. Days of participation at the center should be posted as absences and coded 1H. The students are enrolled at the base school using the same criteria for membership as any other students, Standard Membership (MST1, MED1) or Visiting (VST1, VED1). The students are not considered absent. Students who are participating in the Teacher-in-Treatment Program should remain in membership in their base school. The base school is responsible for administering all state-required tests. Test results shall be included in the accountability results at the base school.
12. **Eckerd Youth Alternatives, Inc:** Eckerd Youth Alternatives, Inc. is not part of the Teacher-in-Treatment Program and should be considered a nonpublic, appropriate educational program. Students enrolled in Eckerd Youth Alternatives, Inc. facilities are to be withdrawn from your school using the W1 Code—Transferred to another school or appropriate educational program. The North Carolina Department of Juvenile Justice and Delinquency Prevention (DJJDP) is the LEA responsible for all participants in Eckerd Youth Alternatives, Inc. programs. The DJJDP must enroll each participant in a DJJDP school. The DJJDP is responsible for administering all state-required tests. Scores are included in the accountability results for that school.
13. **Extended Day Program:** If students are attending an extended school day program and are in membership at a base school, the base school is responsible for administering all state-required tests. Test results shall be included in the accountability results at the base school.
14. **Vocational and Career Centers:** Students can take special vocational courses as well as academic courses at Vocational and Career Centers. The student must be enrolled in the course at the base school. The base school is responsible for administering all state-required tests. Test results shall be included in the accountability results at the base school.

- 15. Schools Housed in the Same Building:** There are several instances where two schools, each having different school codes, are housed in the same building (e.g., a S.T.E.M. school and a traditional school). For example, school A has school code XXX and school B has school code YYY. If a student is enrolled in school A and walks down the hall to take a class in school B, the student should be cross enrolled at school B. School A assumes responsibility for the education of the student and must ensure the student is administered all state-required tests. Test results shall be included in the accountability results at school A, which is the base school.

## **ABCs and AYP Results**

### **Released Test Forms**

The State Board of Education's *Framework for Change: The Next Generation of Assessments and Accountability* provides for the modification and improvement of state assessment and accountability policies and practices. As part of this new direction, on August 24, 2009, the North Carolina Department of Public Instruction (NCDPI) Accountability Services Division/North Carolina Testing Program released one form of the test for each grade level and subject tested in the 2008–09 school year. These released test forms have been retired and will no longer be used as part of routine test administrations provided by school systems. The next release will take place after the first operational year of the new assessments, which will be summer 2012. Released test forms and supplemental information may be found on the NCDPI website at the following address:

<http://www.ncpublicschools.org/accountability/testing/releasedforms>.

### **Assessment Briefs**

Assessment Briefs are publications that contain concise information related to testing and accountability.

### **NC School Report Cards**

The North Carolina School Report Cards provide information about K–12 public schools (including charters and alternative) for local school systems and for the state. Each report card includes a school or district profile and information about student performance, safe schools, access to technology, and teacher quality. By reviewing report card data, parents and other citizens can learn more about school progress and resources.

### **North Carolina State Board of Education Policy Manual**

Policies listed in the Policy Manual are grouped according to five strategic priorities of the North Carolina State Board of Education (SBE) and the North Carolina Department of Public Instruction (NCDPI) Coordinated Plan of Work. The five strategic priorities are as follows:

- Globally Competitive Students ([GCS Series](#)),
- Twenty-First Century Professionals ([TCP Series](#)),
- Healthy Responsible Students ([HRS Series](#)),

- Twenty-First Century Systems ([TCS Series](#)), and
- Strong Family, Community, and Business Support ([FCB Series](#)).

## Reports of Student Performance

Reports of Student Performance for the multiple-choice end-of-grade tests and end-of-course tests are published annually in one publication, the [Green Book](#). Reports of student performance for the writing assessment are published in a separate document.

## Sample Test Items

Sample test items aligned to the NC [Standard Course of Study](#) can be found on the NCDPI website.

*Sample items for End-of-Grade Tests:*

Mathematics	Reading Comprehension	Science
<a href="#">Grade 3</a>	<a href="#">Grade 3</a>	
<a href="#">Grade 4</a>	<a href="#">Grade 4</a>	
<a href="#">Grade 5</a>	<a href="#">Grade 5</a>	<a href="#">Grade 5</a>
<a href="#">Grade 6</a>	<a href="#">Grade 6</a>	
<a href="#">Grade 7</a>	<a href="#">Grade 7</a>	
<a href="#">Grade 8</a>	<a href="#">Grade 8</a>	<a href="#">Grade 8</a>

*Sample items for End-of-Course Tests:*

<a href="#">Algebra I</a>
<a href="#">Biology</a>
<a href="#">English I–Composition</a>
<a href="#">English I–Textual Analysis</a>

## NCLB Title II, Part D—Enhancing Education through Technology Reporting Requirements

As of January 2002, the North Carolina Department of Public Instruction (NCDPI) has been required to report on the progress of districts' technology literacy for the *No Child Left Behind Act* (NCLB), Title II, Part D, *Enhancing Education through Technology Act* (EETT). The reporting requirements have been an essential part of the process for documenting progress to support continued technology funding. Since 2002, the results of the North Carolina Computer Skills Tests were used to report the technology literacy of eighth-grade students. With the elimination of the computer skills tests effective with the 2009–10 school year, LEAs are now required to report the technology literacy of each eighth-grade student annually to the NCDPI.

To download the archive of files relating to this, visit this URL:

[http://it.ncwiseowl.org/UserFiles/Servers/Server\\_4500932/File/funding/TITLE IID Guidance.zip](http://it.ncwiseowl.org/UserFiles/Servers/Server_4500932/File/funding/TITLE IID Guidance.zip)

## Transition Plan for Competency and Computer Skills

### Elimination of Competency and Computer Skills

To comply with Senate Bill [202/S.L. 2009-451](#), the North Carolina Department of Public Instruction (NCDPI) eliminated, effective July 1, 2009, the Competency Tests in Reading and Mathematics and the Computer Skills Tests and their alternate assessments. Because there are students who have failed to meet the competency and/or computer skills proficiency standards, a transition plan to address the graduation requirements for these students has been developed to include the following:

- **For Students Currently Enrolled:** Effective July 1, 2009, all *currently enrolled public school students* who have not achieved proficiency on the North Carolina Reading and/or Mathematics Competency Test(s) and/or the North Carolina Computer Skills Test(s) and/or their alternate assessment(s) are no longer required to meet the competency or computer skills standards.
  - In order to receive a high school diploma, these students' school records and/or documentation must show that all state and local board requirements have been met. If their school records and/or documentation show all state and local board requirements have been met, these students may be granted diplomas.
- **For Students Not Enrolled:** Effective July 1, 2009, students not enrolled in a public school who have met all state and local graduation requirements except for achieving proficiency on the North Carolina Reading and/or Mathematics Competency Test(s) and/or the North Carolina Computer Skills Test(s) and/or their alternate assessment(s) are no longer required to meet the competency or computer skills standards. These students may petition their former school for a diploma.
  - In order to receive a high school diploma, these students' school records and/or documentation must show that all other state and local board requirements have been met. If their school records and/or documentation show all state and local board requirements have been met, these students may be granted diplomas.
    - If a student was enrolled in a charter school that is no longer in operation, the student may petition the LEA of the student's residence.
  - Students' petitions for diplomas that meet the above-mentioned requirements will be honored only during a five-year window spanning July 1, 2009–July 1, 2014.

### Notification to Stakeholders

To help ensure students, parents, and other stakeholders receive information concerning the elimination of the competency and computer skills proficiency standards, the NCDPI will provide/provided the following:

- Letters to LEA superintendents and charter school directors, the North Carolina Community College System, and the Employment Security Commission to inform them of the elimination of the graduation requirements for competency and computer skills and the procedures students must follow for obtaining diplomas.
- Information regarding the elimination of the tests and the procedures students may follow to obtain their diplomas on the NCDPI Accountability Services website at <http://www.ncpublicschools.org/accountability/testing/competency/competency2>.

- A TNN ([Testing News Network](#)) posted announcement on the test elimination policy/procedures for Regional Accountability Coordinators and LEA Test Directors/Coordinators.
- Test elimination information to the various e-mail groups maintained by the NCDPI.
- Announcements concerning the test elimination policy and procedures at the Accountability Conference, Exceptional Children's Conference, and other NCDPI conferences/meetings.

### **Additional Information**

Additional information and resources pertaining to the transition plan may be found at <http://www.ncpublicschools.org/accountability/testing/competency/competency2>.

## **North Carolina Testing Program Accommodations Monitoring Plan**

### **Brief Overview of Targeted Accommodations Monitoring**

Effective with the 2009–2010 school year, the North Carolina Testing Program implemented a formalized state monitoring plan that joins specific activities from each area of the North Carolina Department of Public Instruction (i.e., Accountability Services, Exceptional Children, English as a Second Language, Section 504) to effectively and efficiently monitor the use of testing accommodations. The state plan consists of four phases: (1) desk monitoring, (2) presite review, (3) on-site monitoring, and (4) state response and targeted assistance. The following list is a brief overview of each phase of the targeted accommodations monitoring process.

#### **1. Desk Monitoring**

- The North Carolina Department of Public Instruction's (NCDPI's) ongoing process for monitoring testing accommodations using data collected via student answer sheets, OTISS, NC WISE, and CECAS
- May require the submission of local testing plans from randomly selected school systems
- Assists in the selection of on-site visit locations

#### **2. Presite Review**

- Review of existing data to determine the school systems and school(s) to receive an on-site visit
- Determination of additional documentation that will be requested before the visit and on the day of the on-site visit
- Determination of monitoring team members and their roles for each on-site visit
- Review of documentation submitted by LEA/school before the on-site visit

#### **3. On-Site Monitoring**

- The NCDPI monitoring team will consist of at least two Testing/Accountability staff members and a member of the Exceptional Children, English as a Second Language, and/or Section 504 staff.
- Observation of the entire testing day's activities at the school-building level
- Observation of testing sessions with accommodations and, if time permits, testing sessions without accommodations
- Review of corresponding IEP/Section 504/LEP/transitory impairment documentation for those students observed during testing
- Review of documentation submitted by the LEA/school on the day of the on-site visit

- Results and observations from the on-site monitoring visit will not be shared with the school system or school-building staff before leaving the site. Written results from the on-site monitoring visit will be sent to the LEA superintendent within 90 calendar days of the visit.

#### **4. State Response and Targeted Assistance**

- The NCDPI monitoring team will reconvene to discuss the strengths and weaknesses of the processes and procedures observed during the on-site visit.
- A letter summarizing the monitoring activities, findings, recommendations, targeted assistance, and possible sanctions will be e-mailed and mailed to the LEA superintendent within 90 calendar days of the on-site visit.
- The letter will also provide any additional information regarding follow-up visits, requirements for the submission of additional documentation for review, if necessary, and timelines.

#### **Required Documentation and Procedures for On-Site Monitoring Visits**

The following information may serve as a guide for school systems preparing for on-site visits that are performed by the NCDPI. While much of the information presented in this document is specific to monitoring testing accommodations, school systems are reminded that in order for a student with disabilities to be eligible to receive a testing accommodation, it must be documented in his/her IEP or Section 504 Plan, and the accommodation must be used routinely during classroom instruction and similar classroom assessments.

#### **Documentation Required Before On-Site Monitoring Visit**

School systems must submit the following information to the NCDPI within seven days of the formal request made to the LEA test coordinator:

- Electronic copy of the LEA testing plan\* that includes, but is not limited to, the following:
  - Plan for training test administrators and proctors (e.g., session calendars/agendas, required attendance, roles and responsibilities) to include testing accommodations trainings (i.e., training sessions on accommodations that have been approved for students with disabilities or students identified as limited English proficient to use with specific tests);
  - Guidelines for test security;
  - Guidelines for test material handling and storage procedures;
  - Guidelines for proper testing environment;
  - Procedures for documenting the accommodation(s) each eligible student will receive for each test;
  - Procedures for the self-monitoring of test administrations to ensure the system and school-by-school plans for administering tests under secure conditions are implemented appropriately;
  - Procedures for self-monitoring to ensure all documented, required accommodations were provided to students and to what extent the accommodations were used by the students during the test administrations;
  - Policies and procedures for reviewing and processing test materials;
  - Policies and procedures for repackaging, returning, storing, or recycling test materials;
  - Policies and procedures for reporting testing irregularities; and

- LEA testing calendar.
- \* Please include "Sample" documents completed by the LEA/school and used as documentation for the testing plan. Documents may be scanned if necessary.
- Electronic copy of the school testing plan\* that includes, but is not limited to, the following:
  - Alignment to the district testing plan and test administration schedules established by the NCDPI and the school system test coordinator;
  - Plan for training test administrators and proctors for administering tests under secure conditions that includes accommodations training;
  - Procedures for documenting the accommodation(s) each eligible student will receive for each test;
  - Guidelines for test security;
  - Guidelines for proper testing environment;
  - Guidelines for handling test material and storage procedures;
  - Procedures for self-monitoring test administrations to ensure the school system and school-by-school plans for administering tests under secure conditions are implemented appropriately;
  - Procedures for self-monitoring to ensure all documented required accommodations were actually provided to students and to what extent the accommodations were used by the students during the test administrations;
  - Policies and procedures for reviewing and processing test materials;
  - Policies and procedures for returning all test materials to the school system test coordinator; and
  - Policies and procedures for reporting testing irregularities.
- \* Please include "Sample" documents completed by the LEA/school and used as documentation for the testing plan. Documents may be scanned if necessary.
- Daily schedule(s) of test administrations with and without accommodations. Must identify the test name and grade level or course, the test administrator's name, the scheduled proctor's name, the testing room assignment, each student's name with any required testing accommodations, and the type of plan under which each eligible student is required to receive testing accommodations;
- School-day schedule for days of testing (e.g., time teachers arrive, time students arrive, time to begin testing, bell schedule);
- Directions to school and parking instructions; and
- Staff names and contact information for those who will serve as points of contact (e.g., principal, school test coordinator).

### **Documentation Required on the Day of On-Site Monitoring Previsit**

School systems are required to provide the following information to the NCDPI monitoring team on the day of the on-site monitoring previsit, which will take place the afternoon before the monitoring visit.

- Paper copy of the LEA testing plan (see above);
- Paper copy of the school testing plan (see above);
  - Documentation for the secure handling and storage of test materials (e.g., materials check-in from LEA, school storage, secure materials check-out and check-in procedures for test administrators)

- Test administration training attendance records
- Self-monitoring records that ensure all documented accommodations will be provided to students (e.g., accommodation information to be coded on student answer sheets, optional forms from the [Testing Students with Disabilities](#) publication, *Review of Accommodations Used During Testing* forms, student participation rosters for specific accommodations, etc.)
- IEP/Section 504/LEP/transitory impairment documentation for students in test administrations selected for observation (the LEA test coordinator will be informed of the test administrations selected for observation before the on-site monitoring previsit); and
- Copies of *Review of Accommodations Used During Testing* forms for students in testing sessions that will be observed during the monitoring visit (with student information and required accommodations information filled in, and the rest of the information to be completed by the test administrator during/following testing).

### **Procedures for Day of On-Site Monitoring Previsit**

School systems should expect the following procedures to be followed by the NCDPI monitoring team on the day of the on-site monitoring previsit, which will take place the afternoon before the monitoring visit.

- Two NCDPI monitoring team members will arrive at the school at a specified time on the afternoon before the monitoring visit;
- Monitors will review corresponding student IEP, Section 504, LEP, and/or transitory impairment documentation and *Review of Accommodations Used During Testing* forms for those students to be observed during testing; and
- Monitors will conduct interviews with the school test coordinator and/or school principal if time and scheduling permit.

### **Procedures for Day of On-Site Monitoring Visit**

School systems should expect the following procedures to be followed by the NCDPI monitoring team on the day of the on-site monitoring visit:

- The NCDPI monitoring team will arrive at the school forty-five minutes before the scheduled start time for testing;
- Monitors will observe the secure storage facility, document who has access to the facility, and record the process of how test materials are checked out and returned to the facility;
- Each team member will observe a different testing session that requires accommodations;
- When the test administrations are completed, the monitoring team will review corresponding student IEP, Section 504, LEP, and/or transitory impairment documentation for those students who were observed during testing;
- Monitors will conduct interviews with the school principal, school test coordinator, test administrator(s), proctor(s), and teacher(s) to gather information about processes and procedures employed before, during, and following test administrations; and
- Results and observations from the on-site monitoring visit will not be shared with school system or school building staff before leaving the site. Written results from the on-site monitoring visits will be sent to the LEA superintendent within 90 calendar days of the visit.

## Sample Screenshot of Testing Irregularity Form on OTISS

### Part One

North Carolina Online Testing Irregularities Submission System (OTISS) Logout

Home / New/Pending Irregularities / Submitted Irregularities / **Report an Irregularity** / Manage Permissions

**Add an Irregularity**

Enter irregularity information; then click on the "Submit Irregularity" button.

Your Name:

Your Phone Number:  *Phone number must be in the form (999) 999-9999.*

Irregularity Description: 

SAMPLE

Date the Irregularity Occurred:

Assessment:

School Name:

Done oae.dpi.state.nc.us

## Sample Screenshot of Testing Irregularity Form on OTISS

### Part Two

North Carolina Online Testing Irregularities Submission System (OTISS) Logout

**Irregularity Classification** Apply Changes Cancel

**IrregularityType :** 999 - Not Yet Determined  
(Consult the attached list if necessary for proper coding.)

**Misadministration :**  No  
 Yes

**Further Action needed :**  No  
 Yes

Explain what/why further action is needed/not needed : **SAMPLE**

**Retest :**  No  
 Yes

Explain why no retest is required :

Done oae.dpi.state.nc.us

## School Test Coordinator Testing Irregularity Investigation Checklist

OTISS Testing Irregularity ID #:
School System Name:
School Name:

Description of Action	Expected Completion Date*	Start Date	Completion Date
1. Contact LEA TC immediately and inform the principal.	Day of the testing irregularity or date incident identified		
2. Collect or secure evidence (e.g., test books, answer sheets, computers, cheat sheets, classroom displays, etc.).	Day of the testing irregularity or date incident identified		
3. Review testing irregularity form completed by the person reporting the incident, attached notes to form, if applicable.	Day of the testing irregularity or date incident identified		
4. Interview all parties involved. <ul style="list-style-type: none"> <li>Interview session should include at least two member of the administrative staff.</li> <li>All questions should be carefully structured so that comprehensive facts are gathered.</li> <li>The interviewer's questioning tactics and tone should be of an objective nature (not accusatory).</li> </ul>	Day of the testing irregularity or date incident identified		
5. Request written and signed statements from all parties involved.	Day of testing irregularity or date incident identified		
6. Draft a summary of the incident and include the investigation's findings.	Day 2		
7. Retain a copy of all documents for your records.	Day 2		
8. Submit copies of all documents to the LEA test coordinator.	Day 2		
9. Assist the LEA test coordinator in the investigation.	As Directed		

\* Estimated time to complete investigation is two days

_____ School Test Coordinator's Name	_____ Signature	_____ Date
_____ Principal's Name	_____ Signature	_____ Date
_____ Superintendent's Name	_____ Signature	_____ Date

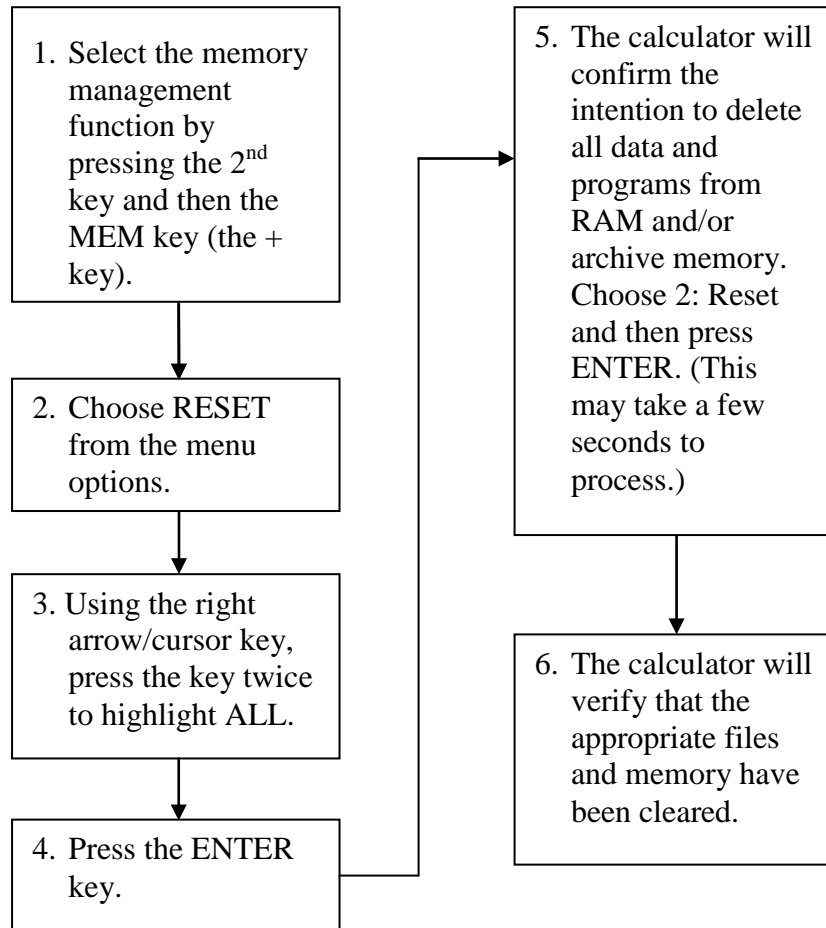
According to State Board of Education policy GCS-A-010 (16 NCAC 6D. 0306), the Testing Code of Ethics, any person who learns of any breach of security, loss of materials, failure to account for materials, or any deviation from required security procedures shall immediately report that information to the principal, building level test coordinator, school system test coordinator, and state level test coordinator.

## Methods for Clearing Calculators

### Calculator Models: TI-73, TI-81, TI-82, TI-83, TI-84, TI-85, and TI-86 Plus

Overview: All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators to be used during the administration of the test. The memory management function of the selected Texas Instruments graphing calculators will permanently delete all data, programs, and lists from both the RAM and/or Archive memories of the designated calculator.

#### Before Testing:



#### After Each Test Administration:

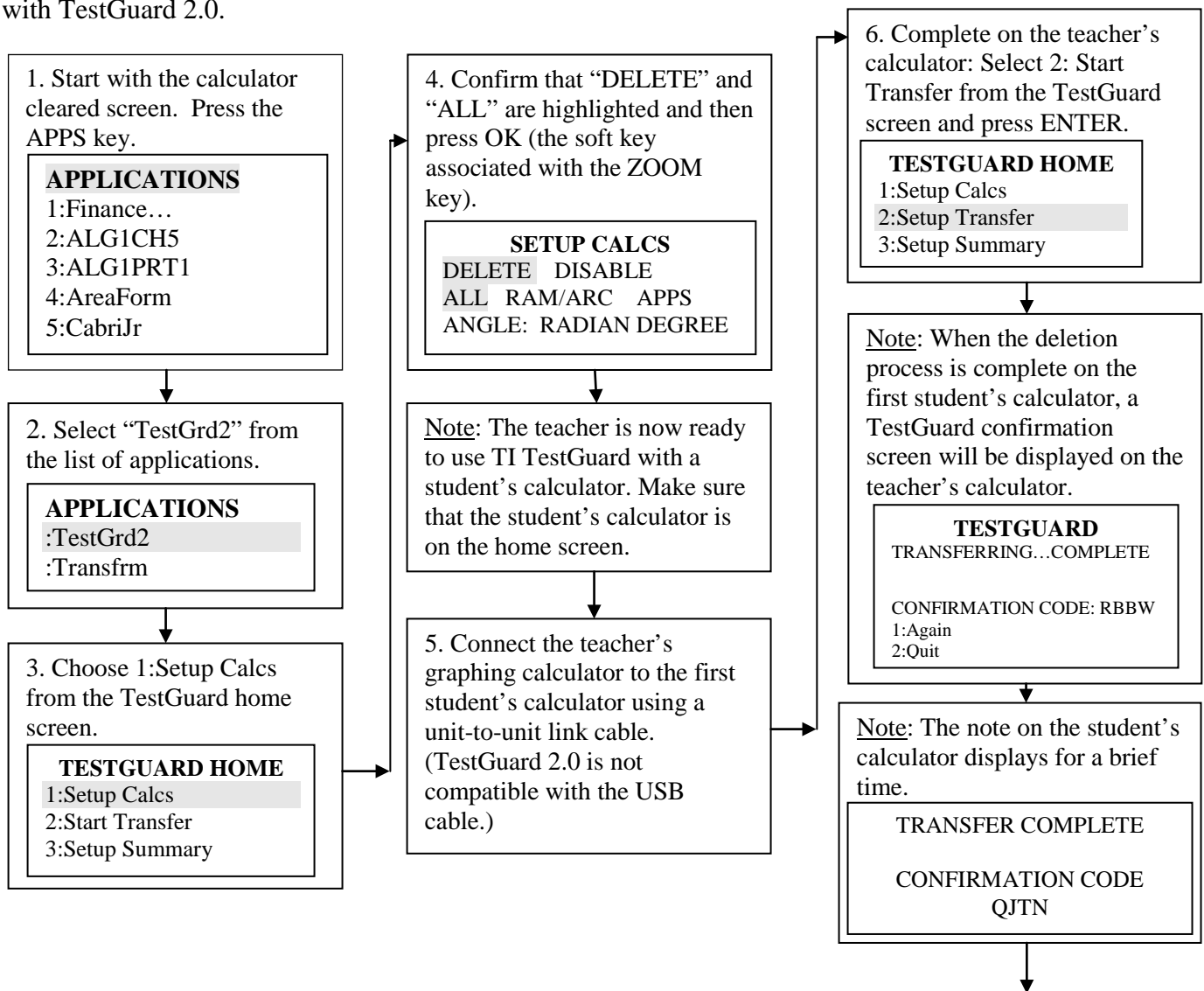
Repeat the process outlined in steps 1–6.

## Calculator Models: TI-83 Plus Family

Overview: All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators to be used during the administration of the test. TI TestGuard™ 2.0 is a flash application that can be implemented with the TI-83 Plus and TI-83 Plus Silver Edition graphing calculators as a means of “clearing the memory and applications” of student calculators. TI TestGuard™ 2.0 permanently deletes selected applications from the TI-83 Plus family of student calculators and can be obtained directly from Texas Instruments. The software program is *designated for educators only* and should be run from the teacher's graphing calculator only.

### Before Testing:

Note: Steps 1–4 are preliminary functions done on a teacher's calculator that has been preloaded with TestGuard 2.0.



7. Disconnect the link cable from the first student's calculator and connect it to the next student's calculator. Then select 1:Again.

**TESTGUARD**  
TRANSFERRING...COMPLETE  
  
CONFIRMATION CODE: RBBW  
1:Again  
2:Quit

Note: Repeat Steps 5 and 6 with all student calculators to be used in the test administration.

Note: By pressing the APPS key on a student's calculator, it can be confirmed again that this process has been successfully completed.


**APPLICATIONS**  
1:Finance

## Calculator Models: TI-84 Plus and TI 84 Plus Silver Edition


Overview: All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators to be used during the administration of the test. All **TI-84 Plus** and **TI-84 Plus Silver Edition** graphing calculators can be upgraded to **Operating System 2.40 or higher**. This new version of the operating system has a special key sequence that students and teachers can execute to prepare a calculator for use in a testing environment where flash applications, programs, and other calculator files are not permitted. This feature is called **"Press-to-Test."** This new feature **temporarily disables** all flash applications and calculator files. **"Press-to-Test" does not permanently delete** these files from the calculator, thereby facilitating a quick and easy restoration of these files to the affected calculator.

### Before Testing:

1. Press and hold down both the LEFT and RIGHT arrow/cursor keys while pressing the ON key. (All three keys must be depressed simultaneously.) The Reset Options screen will be displayed.




2. Press OK (the soft key for this command is the ZOOM key) and the Reset Complete screen will be displayed.




### After Each Test Administration:

3. Press the ENTER key to return to the home screen of the calculator.

4. Press the APPS key to confirm again that this process has been successfully completed.



5. Press ENTER.

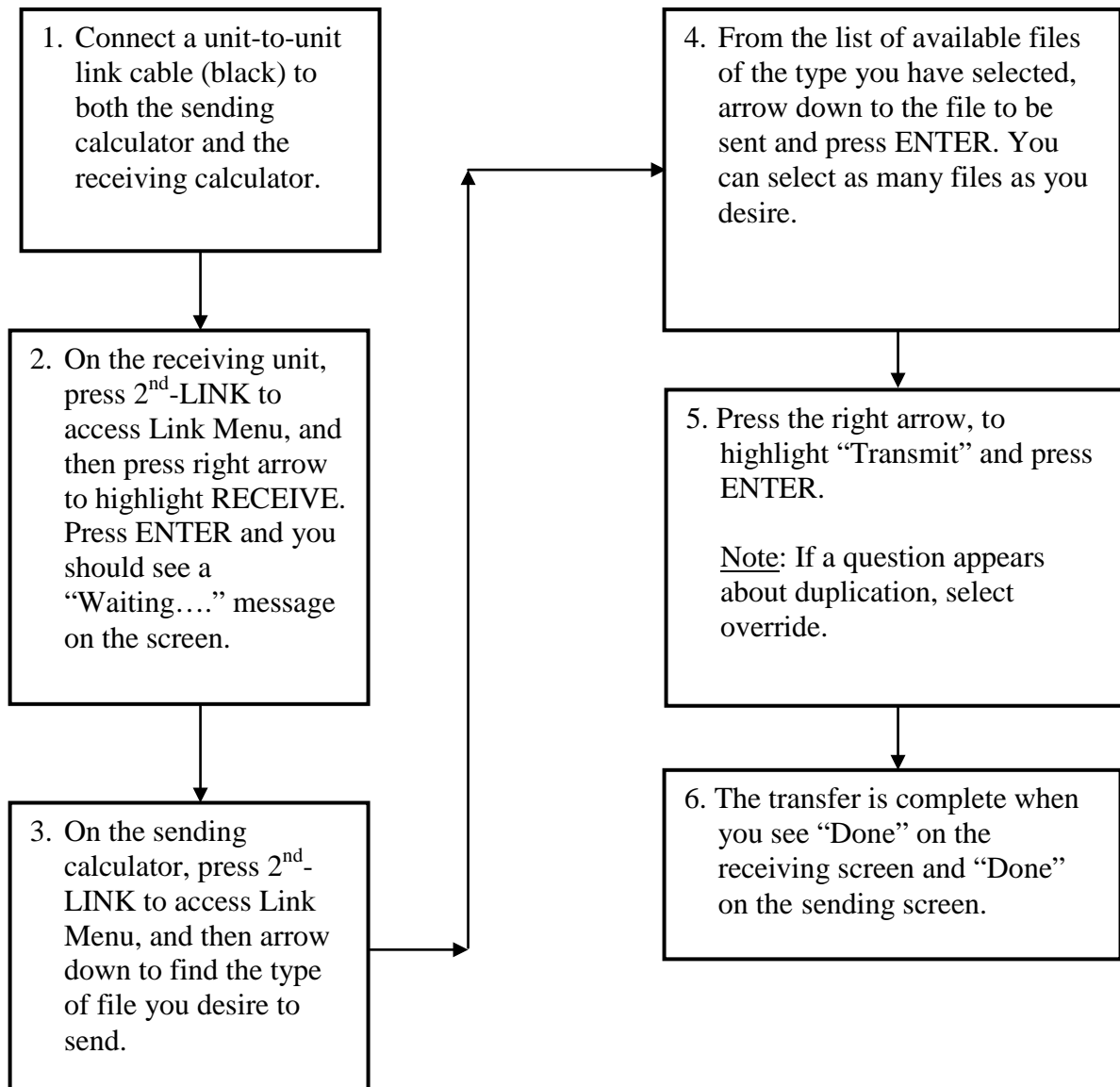


Note: Repeat Steps 1–5 after every test administration.

## How to Restore Files That Were on Calculators Before the Reset


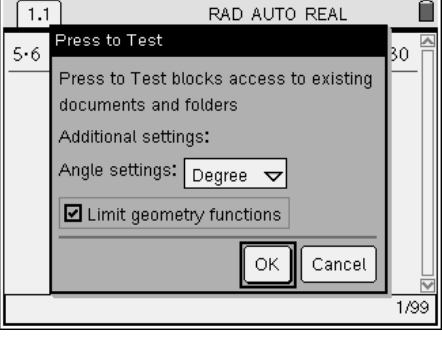

### To Be Completed at the Conclusion of Testing:

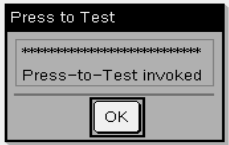
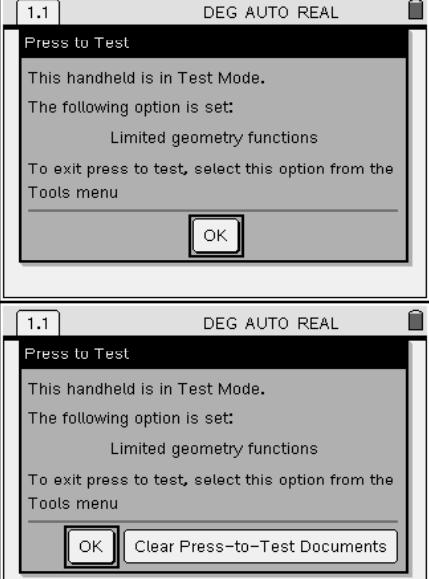
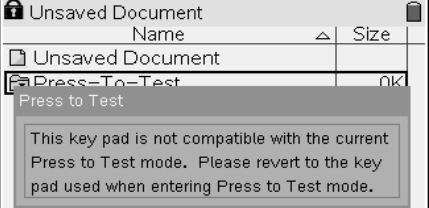
To restore files that were on the calculator before the reset, transfer files from one calculator to another via the “Link-to-Unit Transfer” function, if applicable. For instructions to reset a specific model calculator, please contact 1-800-TI-CARES.



## TI-Nspire Press-to-Test Mode Keystrokes

Overview: All students must have access during the administration of North Carolina tests to calculators that meet the minimum requirements, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and applications (including preloaded) of all calculators to be used during the administration of the test. This new version of the operating system has "Press-to-Test." This feature **temporarily disables** all flash applications and calculator files. "Press-to-Test" **does not permanently delete** these files from the calculator, thereby facilitating a quick and easy restoration of these files to the affected calculator.

<p>1. Turn the calculator OFF with the [ctrl] and then [on] keys.</p>	
<p>2. With the calculator turned OFF, press and hold down [esc] and [home icon] keys at the top and then the [on] key to bring up the Press-to-Test mode dialog box (press and hold all three buttons at the same time). Release keys after you see the dialog box (pictured below).</p>	 A blue TI-Nspire calculator with a white screen and a numeric keypad.
<p>3. Make your selections for default angle setting and/or whether to allow the dynamic geometry menu features for: Measurement, Constructions, Transformations and Coordinates &amp; Equations. Limiting geometry functions disables these features of the interactive geometry functionality that some exam boards do not want available during an exam. Use the [tab] key to move to the different options in the dialog box and click to select. Highlight OK and press [enter]. The TI-Nspire will reboot with a status bar.</p>	 A screenshot of the TI-Nspire 'Press to Test' dialog box. The title bar reads '1.1 RAD AUTO REAL'. The dialog box contains the text 'Press to Test' and 'Press to Test blocks access to existing documents and folders'. Under 'Additional settings:', there is a dropdown menu for 'Angle settings:' set to 'Degree', and a checked checkbox for 'Limit geometry functions'. There are 'OK' and 'Cancel' buttons at the bottom right. A status bar at the bottom right shows '1/99'.
<p>4. Notice the flashing LED at the top end of the device (TI-Nspire units only; TI-Nspire CAS units do not have a flashing LED). It will be green if you checked "Limit geometry functions," and it will be amber/yellow if you unchecked that box. During the rebooting process, there is also a red light combined with the green or amber light. Once reboot is complete, the red light goes away and the green/yellow light continues to flash.</p>	 A close-up photograph of the top of a blue TI-Nspire calculator. A small green LED light is visible, which is flashing according to the text.

<p>5. After the reboot, you will immediately see a unique dialog box showing the calculator was JUST put into Press-to-Test mode and is confirmed to be disabled and “cleared for use.” This dialog box says “Press-to-Test invoked.”</p>	
<p>6. During or after the exam, you can tell if a calculator is still in Press-to-Test mode by the flashing LED and also by turning the calculator OFF and back ON to see the dialog box (at right) stating that it is in Press-to-Test mode.</p> <p>Restoring the calculator from Press-to-Test mode will delete the documents created during testing mode and restore all previous working documents.</p> <p>Reinvoking Press-to-Test when it is still in test mode will show a dialog box telling you that you are in Press-to-Test mode, and you can clear out the Press-to-Test documents if you want to start over with a reset calculator.</p>	
<p>7. SECURITY:</p> <ul style="list-style-type: none"> <li>• The flashing LED is hardware-secure and cannot be impacted by coded software.</li> <li>• The students cannot get out of this mode by removing the batteries or by resetting the device.</li> <li>• The students cannot change the keypad while in the Press-to-Test mode, or they will get a dialog box to change the keypad back to the one in which Press-to-Test was invoked.</li> </ul>	

## Resetting Casio Calculators

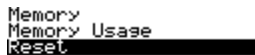
Overview: All students must have access during the administration of North Carolina tests to calculators that meet the minimum requirements, when applicable. Before beginning and immediately following a test administration that requires calculator use, only the test administrator or principal's designee is allowed to clear the calculator memory and applications (including preloaded) of all calculators to be used during the administration of the test.

### Resetting the Calculator

1. Highlight the MEM icon on the main menu and press EXE.

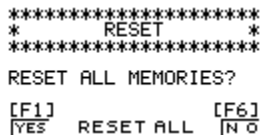


2. Using the down arrow of the replay key, move the highlighting to “Reset.”



To Select: [↑][↓]  
To Set : [EXE]

3. Press F1 (Yes) to reset the calculator or F6 (No) to abort the operation.



4. Once the window resets, a “Memory Cleared!” message is displayed. Press the Menu Key to return to the Main Menu.

\*\*\*\*\*  
MEMORY CLEARED!

\*\*\*\*\*  
Press [Menu] Key

### Quick Reset

You can reset the calculator by using an object like the thin pointed end of a paper clip. Simply locate the small P-button on the back of the calculator and press the button with the end of the paper clip. This will put the screen in Step 3. “Reset All Memories” mode; then press F1 (Yes) to Reset or F6 (No) to abort the operation. Once reset, press Menu to return to the Main Menu screen.

**Review of Accommodations Used During Testing**

Student Name	
NC WISE 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"/> LEP Plan <input type="checkbox"/> Transitory Impairment Documentation
Dates of Plan	Start Date: _____ End Date: _____
Test	<input type="checkbox"/> EOC <input type="checkbox"/> EOG <input type="checkbox"/> Writing (Grade 10) <input type="checkbox"/> NCEXTEND2 <input type="checkbox"/> ACCESS for ELLs
Subject/Subtest	

Complete one form per test. Prior to testing, complete column 1. During/after testing, complete the remainder of the form. Completed forms should be kept in the student's IEP folder and/or Section 504/LEP/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 LEP.  
*Testing accommodations should be consistent with the accommodations used routinely during classroom instruction and on similar classroom assessments.*

Regular     Retest     Other

School	
Grade	
Test Date	
Test Administrator	

To Be Completed Prior to Testing		To Be Completed during/after Testing	
Required Accommodations Documented on Student's IEP/Section 504 Plan/LEP Plan/Transitory Impairment Documentation	Was this accommodation <i>provided</i> to the student during testing?	Describe the specific details of <i>how</i> this accommodation was provided to the student. Did the student <i>use</i> the accommodation? If yes, <i>how</i> did he/she use it?	
<input checked="" type="checkbox"/> <b>Example:</b> <input checked="" type="checkbox"/> 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	Yes	Test administrator read the entire test aloud. Student followed along while the test administrator read aloud.	
<input type="checkbox"/> Braille Edition			
<input type="checkbox"/> Large Print Edition			
<input type="checkbox"/> One Test Item Per Page Edition			
<input type="checkbox"/> 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"/> Keyboarding Devices			
<input type="checkbox"/> Magnification Devices			
<input type="checkbox"/> Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (LEP only)			
<input type="checkbox"/> Student Marks Answers in Test Book			
<input type="checkbox"/> Student Reads Test Aloud to Self			
<input type="checkbox"/> Test Administrator/Computer 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"/> Hospital/Home Testing			
<input type="checkbox"/> Multiple Testing Sessions Specify:			
<input type="checkbox"/> 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 form: \_\_\_\_\_

Signature of person completing this portion of form: \_\_\_\_\_

Printed name of person completing this portion of form: \_\_\_\_\_

Signature of person completing this portion of form: \_\_\_\_\_

Comments/considerations for next IEP/504/LEP/IT team meeting:

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

**Review of Accommodations Used During NCEXTEND1 Testing**

Student Name	
NC WISE ID	
Case Manager	
Check if EC student is identified LEP:	<input type="checkbox"/> LEP
Dates of Plan	Start Date: End Date:
Test	<b>NCEXTEND1</b>
Subject	

Complete one form per test. Prior to testing, complete column 1. During/after testing, complete the remainder of the form. Completed forms should be kept in the student's IEP folder to be accessible for future reference.

Accommodations for the NCEXTEND1 should be consistent with the accommodations used routinely during classroom instruction and on similar classroom assessments.

Regular  Retest  Other

School	
Grade	
Test Date	
Assessor 1	

To Be Completed Prior to Testing		To Be Completed during/after Testing	
Required Accommodations Documented on Student's IEP		Was this accommodation <b>provided</b> to the student during testing?	Describe the specific details of how this accommodation was provided to the student. Did the student <b>use</b> the accommodation? If yes, <b>how</b> did he/she use it?
<b>Example:</b> <input checked="" type="checkbox"/> Multiple Testing Sessions Specify: 5 minute break every 15 minutes		Yes	The student took a 5 minute break every 15 minutes as scheduled.
<input type="checkbox"/> Braille Materials			
<input type="checkbox"/> Large Print Materials			
<input type="checkbox"/> Assistive Technology Devices Specify:			
<input type="checkbox"/> Braille Writer/Slate and Stylus (and Braille Paper)			
<input type="checkbox"/> Dictation to a Scribe			
<input type="checkbox"/> Interpreter/Transliterators Signs/Cues Test			
<input type="checkbox"/> Keyboarding Devices			
<input type="checkbox"/> Magnification Devices			
<input type="checkbox"/> Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (LEP only)			
<input type="checkbox"/> Student Reads Test Aloud to Self			
<input type="checkbox"/> Hospital/Home Testing			
<input type="checkbox"/> Multiple Testing Sessions Specify:			
<input type="checkbox"/> Testing in a Separate Room			
<input type="checkbox"/> Responds with Use of Augmentative Communication Device, Picture Board, etc. Specify:			
<input type="checkbox"/> Writes with Pictures Using an Augmentative Communication Device, Picture Board, etc. Specify:			
<input type="checkbox"/> Adaptations to NCDPI-provided manipulatives, such as raised lines, enlarged text/pictures, placement of pictures on information boards, and use of student-specific symbols			
<input type="checkbox"/> Special NCDPI-Approved Accommodation(s) Specify:			

Printed name of person completing this portion of form:

Signature of person completing this portion of form:

Printed name of person completing this portion of form:

Signature of person completing this portion of form:

Comments/considerations for next IEP/504/LEP/508 team meeting: