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

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

Purpose of the North Carolina Test Coordinators’ Policies and Procedures Handbook

The purpose of the North Carolina Test Coordinators’ Policies and Procedures Handbook is to provide district and school test coordinators with a 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. To experience the complete functionality of this online resource, Testing News Network (TNN) users should log in to TNN. (If a user is not logged in to TNN, some links will only take the user to the TNN log-in screen.)

Fundamental Testing Premises

It is essential for school personnel to 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.

- **Fairness**: Be fair and consistent in following policies and procedures.

- **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.

- **Flexibility**: North Carolina-developed tests are standards-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.

- **Security**: Test security must be maintained at all times. Test materials must be stored in a secure, locked storage facility 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.
These are two-way communication exchanges between communication levels and ongoing dialogues at each level. Program questions and information should be channeled through the appropriate testing staff at each successive 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, who in turn will contact the North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services.

NCDPI staff members must refer all test development and testing policy questions to the NCDPI Accountability Services Division.
Important Websites for Communicating Information

**Testing News Network (TNN)**
The Testing News Network (TNN) is a closed information and collaboration service sponsored by the Accountability Services Division of the North Carolina Department of Public Instruction. The principal users of this service are district and charter school testing and accountability staff. Test coordinators should check the NEWS link on this site daily for testing information and updates.

For access to TNN, testing and accountability staff must create a user account in NC Education and then request to be linked to the LEA level as a Test Coordinator, Testing Assistant, or other appropriate role.

**Public Schools of North Carolina Accountability Services Division**
The Public Schools of North Carolina Accountability Services Division website is a public site that provides information on state tests, policies and procedures for testing, and testing and accountability results.

**NCTest Technical Requirements**
The technical specifications for NCTest, which is used to deliver the online assessments, are found at [https://center.ncsu.edu/nctest](https://center.ncsu.edu/nctest). Schools must review these technical requirements on days before an online assessment and must make any necessary adjustments before administering an online assessment.

**Online Assessment Tutorial**
Schools must ensure every student participating in an online assessment has completed the Online Assessment Tutorial for the associated assessment at least one time at the school before test day. The tutorial is available through the NCTest Online Secure Web Browser, NCTest Native Tablet App, or Chrome on Chromebooks (following required restrictions).

**Center for Urban Affairs and Community Services at NC State University**
The Center for Urban Affairs and Community Services (CUACS) is located at [http://www.cuacs.ncsu.edu/](http://www.cuacs.ncsu.edu/). CUACS provides technical assistance and related support for many public sector agencies and programs. ClassScape®/CBIB is a program of the CUACS at NC State University.

**NC FALCON**
North Carolina’s Formative Assessment Learning Community’s Online Network (NC FALCON) consists of formative assessment professional development modules that support the implementation of formative assessments in classrooms. Each module features a Professional Learning Community where educators can share successes and challenges through positive collaboration. NC FALCON is located at [https://center.ncsu.edu/nc/course/category.php?id=10](https://center.ncsu.edu/nc/course/category.php?id=10).
Nonpublic School Testing Service
The Center for Urban Affairs and Community Services (CUACS) provides access to secure state test materials to nonpublic schools through the Nonpublic Schools Testing Service (NPSTS) program. This program is sanctioned by the North Carolina Department of Public Instruction and is operated on a cost recovery basis. For more information on the NPSTS see https://center.ncsu.edu/nc/course/view.php?id=351.

Released End-of-Course and End-of-Grade Test Forms
The North Carolina Department of Public Instruction’s website for released forms is located at http://www.ncpublicschools.org/accountability/testing/releasedforms. The released forms in their online interactive format can be accessed through the NCTest Secure Web Browser or NCTest Native App.

Test Specification Information
Test specification documents are available for each state-mandated assessment administered by the North Carolina Testing Program. These documents provide technical information about the assessments such as types of items, number of items, delivery mode, assessed standards, and the weight distribution (percentage) of each assessed standard. Test specification information for end-of-grade and end-of-course assessments are available at http://www.dpi.state.nc.us/accountability/testing/. Test specifications for the NC Final Exams are available at http://www.ncpublicschools.org/accountability/common-exams/specifications.
B. Test Security

According to State Board of Education (SBE) 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 Division of Accountability Services and the State Board of Education.” SBE 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. SBE policy GCS-A-010 states that persons who have access to secure test materials shall not use their access to those materials for personal gain.

Secure state tests, including all field tests and special studies, 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 prior written consent of the North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services/North Carolina Testing Program. Copying, reproducing, or paraphrasing test materials represents a breach of test security and is a violation of federal copyright laws, the North Carolina Administrative Code, SBE policy, and the North Carolina Testing Code of Ethics.

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 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, vendors’ test item banks, or test items released by the NCDPI. The intent of the test security 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 local education agency or charter submits. School systems/charters 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.

Online Test Security

Online tests contain secure test data, copyrighted content, and confidential student records. Therefore, administrators, proctors, technology staff, and students must follow rules and procedures that ensure online content is not made available to anyone for any other purpose than to conduct the assessments. Users must not
access the assessment and then leave a computer unsupervised. Locally stored offline content (e.g., cookies, cache) should be cleared or secured after accessing the test so malicious applications or users cannot gain access to secure test materials.

Best practices for password protection include, but are not limited to, the following:

- Never share passwords with anyone. User accounts are personal and confidential.
- If passwords must be written down on a piece of paper, store the paper in a secure place and destroy it when it is no longer needed.
- Change passwords immediately if they have been compromised.
- Be careful where passwords are saved on computers. Some dialog boxes, such as those for remote access, present an option to save or remember a password. Selecting this option poses a potential security threat.

E-mail Security

The Family Educational Rights and Privacy Act (FERPA) is a federal law that applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the U. S. Department of Education. Among its several purposes, FERPA was enacted to protect the privacy of students' education records. When sending e-mail, it should contain the least amount of FERPA-protected information as possible. The subject line of an e-mail should not include FERPA-protected information; the body of an email should not contain highly sensitive FERPA-protected information, such as a student’s Social Security Number.

Secure test questions, answer choices, or portions of secure test questions or answer choices must not be sent via e-mail, nor should individual student records. E-mail is not a secure means of transferring information.

Educators should use e-mail with the amount of caution appropriate to (1) the level of sensitivity of the information being disclosed, (2) the likelihood of inadvertent disclosure to someone other than the intended recipient, and (3) the consequences of inadvertent disclosure to someone other than the intended recipient. All secure/confidential information must be encrypted when transmitted across wireless or public networks.

Testing Code of Ethics

The North Carolina Testing Code of Ethics GCS-A-010 addresses appropriate professional practices for central office and school administrators, test coordinators, teachers (test administrators), and proctors in the areas of securing tests; administering tests; and scoring, reporting, and interpreting test results. Ethical practices for administering North Carolina tests include but are not limited to (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 assessment guides for review and must be discussed during training sessions for test administrators and proctors. The sanctions for violations are also included in the Testing Code of Ethics and are applicable to the administration of all secure state-mandated tests.

**Accounting For and Storing Test Materials**

According to State Board of Education (SBE) policy GCS-A-001, local education agencies (LEAs) shall:

- “account to the department for all tests received,
- provide a locked storage area for all tests received,
- prohibit the reproduction of all or any part of the test, and
- prohibit their employees from disclosing the content of, or specific items contained in, the tests to persons other than authorized employees of the LEA.”

Every LEA and school must have a clearly defined system of check out and check-in of test materials to ensure at each level of distribution and collection (LEA, school, and classroom) all secure materials are tracked and accounted for. LEA/charter school test coordinators must inventory test materials upon arrival from Technical Outreach for Public Schools (TOPS) and must inform TOPS of any discrepancies in the shipment.

LEA test coordinators must house all secure test materials in a secure, locked facility and must ensure each school test coordinator receives, stores, and distributes test books in a secure manner. Secure test materials may be stored at the school for only a short period before and after the test administration. Every effort must be made to minimize school personnel’s access to secure state tests.

As established by SBE policy GCS-A-010, the Testing Code of Ethics, the principal must ensure test security within the school building and store the test materials in a secure, locked facility except when in use. The principal must establish a procedure to have test materials distributed immediately before each test administration. Before each test administration, the school test coordinator must accurately count and distribute test materials to each test administrator.

Each test administrator must count and record the number of secure test materials and supplemental materials specified in the assessment guide or published supplements or updates

- when the materials are first received,
- before the distribution of materials to students,
- after the test administration, and
• when the materials are returned to the school test coordinator.

Any discrepancies in the counts must be reported to the school test coordinator/principal immediately.

All testing materials must be returned to the school test coordinator according to directions specified in the assessment 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 immediately to the school system test coordinator. Upon notification, the school system test coordinator must report the discrepancies to the regional accountability coordinator and ensure all procedures in the Online Testing Irregularity Submission System are followed to document and report the testing irregularity.

The procedures established by the school for tracking and accounting for test materials must be provided upon request to the school system test coordinator and/or the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Prohibited Items in the Testing Room**

The presence of prohibited items in the testing room may constitute a misadministration or violation of the [Testing Code of Ethics](#). Students are not allowed to bring any prohibited items into the testing room and may be removed from testing if they fail to adhere to this requirement. Therefore, on days before testing, teachers must announce to students which items are prohibited in the testing room. Prohibited items include:

- Electronic devices. Other than permitted calculators, students are not allowed to have in their possession or to use cell phones or any other electronic devices at any time during testing, including breaks. **Any student found or observed with a cell phone/electronic device during testing time must be dismissed from testing and a misadministration declared.**
  - If the test administrator or proctor believes an electronic device was used during the test administration to store or exchange information, or to make an image of the test, the device must be collected from the student and the school test coordinator contacted immediately.
  - If the student must be removed from testing because he/she has a cell phone/electronic device during testing, the test administrator must not leave the testing room unattended. The test administrator must remain in the room, and the school test coordinator must be notified and the student removed.
  - Before testing begins, test administrators and proctors must turn off their personal cell phones/electronic devices and ensure these devices are not visible during testing, including breaks. Test administrators’ and proctors’ personal cell phones/electronic devices must not be used during the test administration or during breaks.
Point 1: Personal belongings. Students’ personal belongings must be placed under their seats, and students must not be permitted to access them at any time during testing, including breaks.

Point 2: Students who complete the test before the scheduled time is over must be provided the option to read novels or other nontextbooks (e.g., magazines) while waiting for other students to finish the test. For paper-and-pencil administrations, test administrators must collect student answer sheets, test books, and all other ancillary materials (e.g., calculators, used papers) before students are allowed to take out their reading materials. For online assessments, test administrators must ensure students have clicked the End Test button to close the test and must collect all ancillary materials (e.g., calculators, used papers) before students are allowed to take out their reading materials. Testing Aids. Textbooks, reference books, thesauruses, smartpens, music, notes, or any unapproved testing aids are prohibited during the administration of any test in the North Carolina Testing Program.

Point 3: Food and drink. No one, including testing staff, may eat or drink in the testing room (unless approved for medical reasons).

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

Prior written permission from the North Carolina Department of Instruction is required in order to use any device that is not authorized by these guidelines. Letters of request must be sent to the Director of Accountability Services at the following address:

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

Please note the following exception to this policy: Students participating in online assessments may use computers or electronic devices to respond to the test items if the computers/devices meet all technical requirements listed at http://go.ncsu.edu/nct/.


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

Effective with the 2008–09 school year, the State Board of Education directed 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) 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 refers to handling the materials, but it does not include reviewing tests or analyzing test items. 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; and answer documents. Secure test materials may be in electronic or paper format. Because test materials in North Carolina are often reused and are costly to generate, every precaution must be taken to ensure all 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, test development and item writing 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:

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

Letters of request should include

- the specific data/test requested,
- why the request is being made (e.g., how the data will be used in the research study), and
- 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 NCDPI 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 not necessarily be the same test form that was administered to his/her child but will be a parallel and equivalent form of the test. The parent will not be able to view his/her child’s completed answer document or his/her child’s actual test book/online assessment. 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 may view during the meeting.

While the individual/group may take notes about the 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.

**Maintaining the Confidentiality and Security of Testing and Accountability Data**

District test coordinators are responsible for handling confidential North Carolina Testing and Accountability Program data. Extreme caution and care must be taken to maintain the confidentiality and security of these data. Access and use of these data must comply with the Family Educational Rights and Privacy Act (FERPA) of 1988 and its 1996 amendments, as well as all portions of North Carolina G.S.§115C that pertain to the use of educational data. Violation may result in the withdrawal of U.S. Department of Education funds and constitutes a misdemeanor under North Carolina law.

Confidential data must be transferred using secure methods (e.g., Secure File Transfer Protocol, or receipted parcel delivery services such as the U.S. Postal Service, UPS, or Federal Express). When placing confidential data on portable devices (e.g., laptops, thumb drives), the portable device must be protected by encryption or password protection.

In certain limited situations, confidential student, school, or district data may be used in presentations related to school or district improvement. However, this is permissible only when such presentations are made to the leadership or instructional personnel in the school or district who would normally have access to the confidential data of the students for purposes of
improving instruction. Even in such situations, caution must be taken to ensure the data remain secure at all times.

Some specific examples of confidential data that must not be released to anyone include the following:

- **WinScan Files.** WinScan files contain some data that are for test development purposes only, and their release would violate test security. See the Security of WinScan Data Records section for additional information on the release of WinScan files.

- **Economically Disadvantaged Student (EDS) Identification Data.** The EDS data are property of the North Carolina Department of Public Instruction and Child Nutrition Services. Testing and Accountability has access to the data through a Memorandum of Understanding (MOU). Local education agency (LEA) test coordinators are bound by the requirements of the MOU and FERPA to preserve the confidentiality of those data. Releasing these data to anyone in any manner that would allow the identification of the EDS status of an individual student would be a violation of federal law.

- **Answer Keys.** District test coordinators must not release answer keys or any information linking these keys to particular test forms. To do so would violate test security. Answer keys and related information are used for test development, scoring, and maintenance of the North Carolina Testing Program.

Districts must not release secure data to the public. If persistent requests are made, the district test coordinator may instruct the requestor to send a letter of request to the Director of Accountability Services at the following address:

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

Letters of request must include
- the specific data requested,
- why the request is being made, and
- what will be done with the data.

Additional information may be required to facilitate a reply to such a request.

**Security of WinScan Data Records**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. Under this law, parents have certain rights to inspect their children’s education records. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to
the following parties or under the following conditions (34 CFR § 99.31):

- school officials with legitimate educational interest
- other schools to which a student is transferring
- specified officials for audit or evaluation purposes
- appropriate parties in connection with financial aid to a student
- organizations conducting certain studies for or on behalf of the school
- accrediting organizations
- to comply with a judicial order or lawfully issued subpoena
- appropriate officials in cases of health and safety emergencies
- state and local authorities, within a juvenile justice system, pursuant to specific state law

WinScan data records are student education records that contain sensitive information. Access to these records must be restricted to individuals with legitimate needs to access these data.

These data are not for personal use and should not be distributed in such a way that it is possible to identify individual student scores. When producing summaries of student performance, any group with five or fewer individuals must not be reported because it might be possible to identify the individual students that make up that group.

These individual student records should not be sent via e-mail because this is not considered a secure means of transferring information.
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 to scoring and reporting. The following section outlines the roles and responsibilities of key individuals in the field in reference to maintaining testing security. The responsibilities 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 (LEA) Test Coordinators

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

LEA test coordinators shall attend training sessions conducted by the North Carolina Department of Public Instruction’s regional accountability coordinators on subjects including, but not limited to, proper test administration, test security, appropriate use of accommodations, scanning and scoring answer sheets, and preparation of test materials for scoring at a central site. LEA test coordinators shall then conduct similar sessions for the school test coordinators 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 LEA test coordinator is to assist in the local administration, reporting, and interpretation of tests and other accountability measures. The LEA 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 LEA test coordinator. LEA test coordinators shall oversee the following procedures:

- 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 secure tests, auditing test administrations, and preparing and returning secure test materials.
- Ensure a schedule of the state test administration dates for the school year is shared with teachers, students, and parents.
- Develop local policies and procedures to ensure maximum test security in accordance with the policies and procedures developed by the test publisher.
- Provide information about test security and inform staff of sanctions, penalties, or other possible consequences for test security violations.
- 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.)
- Assist the principal at each school in understanding his/her duties and responsibilities relative to the state testing program and the implementation of state tests.
- Ensure the school test coordinator and the test administrators at each school are school district or school personnel who have professional training in education and the North Carolina Testing Program. (State Board of Education policy GCS-A-010.)
- Oversee the planning and implementation of training for school test coordinators, test administrators, and proctors.
- Ensure each school establishes procedures to ensure all test administrators comply with the test publisher’s guidelines.
- Ensure each school test coordinator and test administrator is trained in the appropriate use of and procedures for testing accommodations approved for students with disabilities and students identified as limited English proficient.
- Ensure each school has a secure, locked facility in which test materials will be stored and clearly understands test material handling and storage procedures. Access to the storage area must be limited to one or two authorized school personnel when secure materials are being stored. Unauthorized personnel (e.g., cleaning staff) must not have access to the storage area where secure materials are stored.
- Monitor to ensure the system and school-by-school plans for administering tests under secure conditions are implemented appropriately.
- 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.
• 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.
• Order sufficient copies of test materials.
• Account to the North Carolina Department of Public Instruction for all test materials received, and house all test materials in a secure, locked facility.
• Develop a system of checkout and check-in of test materials assigned to each school to ensure all materials are returned and accounted for.
• Ensure each school test coordinator develops and documents in writing a school wide testing plan for administering tests under secure conditions.
• Ensure each school test coordinator receives, stores, and redistributes test books, assessment guides, and other testing materials in a secure manner.
• Prohibit the reproduction of any or all parts of the tests. No person may copy, reproduce, or paraphrase in any manner or for any reason the test materials without the express written consent of the test publisher.
• Ensure all eligible students are tested.
• In conjunction with program administrators, ensure the need for test accommodations is documented and the accommodations are limited to the specific needs.
• In conjunction with program administrators, monitor to ensure all documented accommodations are actually provided to students and to what extent the accommodations are used by the students during the test administrations.
• Ensure the security of test materials and the integrity of the North Carolina Testing Program are maintained at all times.
• 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.
• 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.
• 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.
• Use and follow all procedures in the Online Testing Irregularity Submission System to document and report all testing irregularities.
School System (LEA) Test Coordinator’s Responsibilities for Ordering Test Materials

The North Carolina Testing and Accountability Program works closely with Technical Outreach for Public Schools (TOPS) to manage the ordering and delivery of secure test materials. The majority of test materials are ordered via the Online Order System maintained by TOPS on the Testing News Network (TNN) website. Alternative methods for ordering and delivering of test materials include the following:

- Ordering via NC Education
- Ordering via an ordering system managed by a test vendor
- Auto shipping to LEAs based on student membership data

Test coordinators receive notification and training for tests that use ordering methods other than the TNN Online Order System. For some assessments, regional accountability coordinator (RAC) approval is necessary before TOPS will ship orders.

Regarding the ordering of test materials, school system test coordinators shall perform the following:

- Provide accurate contact information on TNN so testing shipments are delivered to the correct address and TOPS and NCDPI staff are able to contact the appropriate LEA testing personnel as necessary.
- Provide accurate test participation dates in the ordering system based on the LEAs’ testing calendars. These participation dates help with statewide planning and ensure LEAs receive materials in a timely manner. **Note:** Ordering pages will not appear until the test coordinator has entered participation dates.
- Prepare LEA-wide estimates of quantities of materials necessary for each test that is part of the North Carolina Testing Program based on student membership, previous materials usage, and consultation with school test coordinators.
- Attend RAC trainings each month to obtain critical information about upcoming tests. Testing windows, student eligibility, retesting policies, and other critical information about the tests are disseminated through these monthly meetings.
- Check TNN daily for notices regarding test materials.
- Ensure copies of errata sheets posted on TNN are provided to test administrators as appropriate.
- Maintain a testing operations calendar to ensure necessary materials arrive in sufficient time so they may be distributed to schools in an organized and secure manner.
- Carefully read instructions on the ordering pages before placing orders.
• Order sufficient test materials in a timely manner and take into account any special instructions found on the ordering pages.

• Work with school test coordinators and central office staff to ensure accommodation forms (Braille, large print, and one test item per page) are ordered at least 30 working days before the actual test administration date (or as soon as the ordering system becomes available, if less than 30 days before testing).

• Establish a contingency plan for materials to be received without incident or breach of security on days when the test coordinator may be out of the office and unavailable to receive shipments. *Test security must be maintained at all times.*

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

• Inventory test materials upon arrival and inform TOPS via fax (919-513-4683) of any discrepancies in the shipment.

• Report any nonreceipt of materials to the respective RAC at the earliest possible time. The school system test coordinator must ensure that nonarrival of materials does not disrupt the LEA’s testing schedule. The Testing and Accountability Program and TOPS strive to deliver most test materials to LEAs two weeks before the beginning of testing, with the exception of the assessment guides and answer sheets for the end-of-course and end-of-grade assessments, which are generally delivered three weeks before the beginning of testing.

• Account to the NCDPI for *all* test materials received.

• Keep a current copy of the North Carolina Testing Program’s recycling guide and follow these instructions regarding the return of materials to TOPS, the secure destruction of test materials, and the secure storage of materials.

**Shipping and/or Materials Contacts and Questions**

For test coordinators, the regional accountability coordinator (RAC) should be the first contact and most important resource in answering questions regarding ordering and receiving test materials.

Other important contacts include the following.

For questions regarding the ordering pages, contact the manager of the Testing News Network (TNN) North Carolina Testing Program Order System:

Kevin Stover
TOPS/NCSU
(919) 515-1430
kevin_stover@ncsu.edu
For questions related to shipments, contact the manager of the Technical Outreach for Public Schools (TOPS) warehouse. The fastest and preferred means of communication with the warehouse is via fax. A fax provides a printout on the warehouse floor and receives prompt attention from TOPS staff:

Debby Hagemann
TOPS/NCSU
Phone: (919) 515-4624
Fax: (919) 515-4622
debby_hagemann@ncsu.edu

For questions regarding the ordering and delivery of test materials, contact the North Carolina Testing and Accountability Program:

Brian Swiger
Division of Accountability Services/NCDPI
(919) 807-3804
brian.swiger@dpi.nc.gov

School Test Coordinator’s Responsibilities

The principal or principal’s designee (i.e., an employee of the school/school system who has professional training in education and the state testing program) shall serve as school test coordinator. The school test coordinator is responsible for monitoring test administrations within the building and responding to situations that may arise during test administrations. 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 perform the following activities:

- Adhere to the district testing plan and test administration schedules established by the North Carolina Department of Public Instruction (NCDPI) and the school system test coordinator.
- Develop and document in writing a schoolwide plan for administering tests under secure conditions. For each testing session, the plan must include documentation of the accommodations and the nature of the accommodations each eligible student will receive.
- Cooperate with district or state officials in the event there is an audit or monitoring visit to ensure the testing plans are implemented appropriately.
- 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.
- Account for and maintain the security of test materials.
- 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 facility where secure materials are stored.

- 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.

- Select test administrators who are either school system or school personnel that have professional training in education and the state testing program (State Board of Education policy GCS-A-010).
  - To avoid the appearance of a conflict of interest and to protect test administrators from allegations of impropriety, a test administrator should not be assigned to administer a test in a room where his or her relative or ward is tested.
    - Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the test administrator’s guardianship.

- 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 and published supplements (as appropriate), and the Guidelines for Testing Students Identified as Limited English Proficient document and published supplements (as appropriate).

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

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

- 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 school system test coordinator.

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

- Encourage a positive atmosphere for the test administrations.

- Assign to test administrations trained proctors who are responsible adult community volunteers (i.e., age 18 or older and not enrolled as a student in the K–12 public school system), school staff, or school system staff.
  - A proctor should not be assigned to proctor in a room where a relative or ward is to be tested. Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the proctor’s guardianship.
Test administrators should not administer tests with a proctor who is a personal family member or a close acquaintance.

- Allow test materials to be distributed immediately before the test administration (State Board of Education policy GCS-A-010) unless otherwise authorized by the NCDPI.
- Return all test materials to the school system test coordinator, as directed, immediately following the completion of the test administration.
- Maintain the confidentiality of individual student scores when reporting test results to the public and the media.
- Prohibit the reclassification of students or the assignment of a grade of “F” or “I” for the sole purpose of not having students 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.)
- Use and follow all procedures in the Online Testing Irregularity Submission System (OTISS) to document and report all testing irregularities.

Duties of School Counselors

Per G.S. § 115C-316.1 effective with the 2013–14 school year, duties have changed for school counselors with regards to the North Carolina Testing Program. (Note: This policy is not prohibited to charters.) Counselors now must spend at least 80 percent of their work time providing direct services to students. During the remainder of their work time, counselors must spend adequate time on activities supporting the school counseling program. Activities supporting the school counseling do not include the coordination of standardized testing. However, school counselors may assist other staff with the coordination of standardized testing. The local education agency (LEA) determines how school counselors will assist with testing (e.g., trained as a test administrator or proctor).

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 (SBE) policy GCS-A-010, 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.

While the North Carolina assessment guides outline the full test administrator responsibilities, those responsibilities specifically related to test security are provided below. The test administrator shall attend to the following:
- 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).

- Read and study thoroughly the assessment guide before the actual test administration.

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

- Maintain test security at all times during the handling of test materials.

- Count and record the number of secure test materials, including supplemental materials, before and after the test administration. Notify the school test coordinator/principal immediately of any discrepancies in the count.

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

- Conduct an unbiased administration of the tests according to the policies, procedures, and directions in the assessment guide and any subsequent updates developed by the North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services/North Carolina Testing Program.

- Ensure students’ personal belongings are placed under their seats and not accessed during testing.

- Ensure all cell phones (i.e., cell phones belonging to students, the test administrator, and the proctor) are turned off, and they, or any other electronic devices, are not accessed at any time during the test administration, including during the break(s).

- Ensure each student tested has access to the appropriate test materials as specified in the assessment guide.

- Follow procedures for the distribution and collection of any supplemental materials as specified in the assessment guide.

- 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.

- Read directions to the students as they are written in the assessment guide. It is a violation of the *Testing Code of Ethics* to omit, rewrite, or paraphrase orally or in writing the instructions presented in the assessment guides. 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.

- Do not, at any time, modify, change, alter, or tamper with student responses on answer sheets or on computer monitors during or after the test administration.
• Assist students with emergencies (including restroom emergencies) during the test administration.

• 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.

• Provide a positive test-taking environment (SBE policy GCS-A-010). Avoid distracting behaviors (e.g., holding extended conversations with the proctor, reading newspapers or novels, eating, drinking, carrying out other personal or professional duties, talking/texting on cell phones, or working on a computer or any other electronic device). No one, including testing staff, (i.e., students, test administrators, proctors) should eat or drink in the test room unless approved for medical reasons. See Prohibited Items in the Test Room for additional information.

• Follow the procedures established by the school system (LEA) test coordinator for returning all used and unused testing materials and supplemental materials to the school test coordinator.

• Under the direction of the school test coordinator, the test administrator must review under secure conditions in a group setting (i.e. three or more designated school personnel) each student’s answer sheet to ensure it is ready to be machine scored. Students’ responses are not to be modified during the review process.

• 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

Duties of the Proctor

According to State Board of Education (SBE) GCS-A-010, “proctors shall serve as additional monitors to help the test administrator assure that testing occurs fairly.” A trained proctor should be assigned and present for each test administration regardless of the number of students being tested unless otherwise authorized by the North Carolina Department of Public Instruction (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. A proctor should not be assigned to proctor in a room where his or her relative or ward is to be tested. Relatives and wards include children, stepchildren, nieces, nephews, siblings, in-laws, and persons under the proctor’s guardianship. Additionally, test administrators should not administer tests with a proctor who is a personal family member or a close acquaintance.

Proctors must attend a test administration training session before each test administration and understand and agree to carry out the duties described. The training session should thoroughly cover proctors’ responsibilities as outlined in The Proctor’s Guide (published by the North
Carolina Testing Program). 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 Guide, 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 assessment 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, erase, 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, online test items) 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. Personal cell phones must be turned off, and they, or any other electronic devices, must not be accessed at any time during the test administration, including during the break(s).

Distracting behaviors must be avoided during testing, such as holding extended conversations with the test administrator, reading newspapers or novels, eating, drinking, carrying out other personal or professional duties, talking or texting on cell phones, or using any other electronic devices. No one, including proctors, may eat or drink in the testing room unless approved for medical reasons.

**Option to Use Roving Proctors**

The proctor assigned can be either (1) a one-on-one, full-time proctor (i.e., one proctor assisting one test administrator in a single testing room) or (2) a roving proctor (one proctor assisting three test administrators in three testing rooms).

Several conditions apply when using the roving proctor option:

- A roving proctor should be used to monitor only the following test administrations:
  - Administrations in which the test administrator is not the teacher of record (i.e., not the teacher of the group tested)
  - Administrations in which the test administrator is not a teacher of the subject matter being tested
- Roving proctors must be trained before each test administration. Roving proctors should be responsible for no more than three classrooms that are centrally located.
- There should not be more than thirty (30) students in any testing class or group. Testing rooms with over thirty (30) students should have a one-on-one, full-time proctor.
• Test groups that will be monitored by a roving proctor(s) must be considered. For example, a small group of students who are easily distracted might not be the best test group for a roving proctor.

• Students must be informed before the day of the test administration that a roving proctor will be coming into and out of the testing room to monitor their test administration.

• The local education agency (LEA)/charter school test coordinator must specify the logistics for roving, such as the room assignments, the time spent monitoring in each testing room, and whether the testing room door is to be left open or closed during the testing session.

• When scheduling roving proctors’ time, test coordinators must ensure that equal time is provided to all rooms being monitored. The last room monitored should not remain without a proctor for too long. For example, if the roving proctor is assigned to three rooms and is instructed to move every 30 minutes, the last room will not have a proctor until after an hour of testing has passed. A better scenario would be to have the roving proctor start with five minutes in room 1, go to room 2 for five minutes, move to room 3 for five minutes, and then repeat the process.

Ideally, every test administration should have a proctor present, and it is most preferred when test administrations exceed thirty (30) students. If after working with the Regional Accountability Coordinator (RAC) and exhausting all options, it is not possible to have proctors as stated in this handbook and in the assessment guides, LEAs may submit a letter to the Office of the State Superintendent stating the hardship and assuring the district assumes responsibility for test security.
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 state-adopted content standards to give students an opportunity to learn the objectives measured by the tests.

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 state-adopted content standards. 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 discuss specific items from the tests with students or colleagues before, during, or after the test administration or to ask students which test questions were difficult. Before the designated test administration date and according to State Board of Education (SBE) policy GCS-A-010, teachers may help students improve test-taking skills by

- “helping students become familiar with test formats using curricular content;
- teaching students test-taking strategies and providing practice sessions;
- helping students learn ways of preparing to take tests; and
- using resource materials such as test questions from test item banks and linking documents in instruction and test preparation.”

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 the scores represent 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 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

- are scheduled to take a test or tests surveying their knowledge and mastery of skills as specified in the state-adopted content standards;
• should attempt each question/prompt on the test;
• should bring two sharpened No. 2 pencils with erasers;
• should not bring extra blank paper, dictionaries, reference books, textbooks, cameras, thumb drives, smartpens, music, thesauruses, cell phones, or other electronic devices (see Prohibited Items in the Test Room);
• should bring a novel or other nontextbook, such as a magazine, to read after he or she completes the test administration; and
• 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 answer sheet. Additionally, schools should ensure every student participating in a paper-and-pencil end-of-grade (i.e., grades 5–8) and end-of-course (i.e., Math I) mathematics assessment (not NC EXTEND1) has completed practice response questions for the gridded-response items before test day. For additional information on the mathematics gridded-response practice, see the section Mathematics Gridded-Response Practice Questions.

Schools must ensure every student participating in an online assessment has completed the Online Assessment Tutorial for the associated assessment at least one time at the school before test day. The Online Assessment Tutorial is not an assessment; it allows the user to practice the mechanics of navigating through the testing platform and responding to sample test items. During the Online Assessment Tutorial, students have the opportunity to become familiar with tools, navigation, item tracking/flagging/response features, interactive items, and other test interface features.

Additionally, the Online Assessment Tutorial should be used to determine the student’s appropriate font size (i.e., regular or large) and/or alternate background color for test day. These options must be entered in the student’s interface questions (SIQ) before test day. The Online Assessment Tutorial can assist students whose Individualized Education Programs (IEPs) designate the Large Print accommodation in determining if the large font will be sufficient on test day. If the size of the large font is not sufficient for a student because of his/her disability, this accommodation may be used in conjunction with the Magnification Devices accommodation, or a Large Print Edition of the paper-and-pencil assessment may be ordered.

For best results, students should complete the Online Assessment Tutorial using computers they will use during the actual online assessment. Completing the Online Assessment Tutorial also provides a minimal test of system configurations.

Schools may use one of two Online Assessment Tutorial options with students. (1) Schools may play a video that demonstrates how to use the available tools, how to navigate the system, how to respond to each item type, and how to use the end-of-test review page. Immediately following the video, students must complete a self-paced interactive set of online sample items for the appropriate assessment offered in the same environment as the assessment. The North Carolina
Department of Public Instruction (NCDPI) strongly recommends schools show the appropriate video to groups of students instead of allowing each student to stream the video to each computer or tablet simultaneously. (2) Schools may use a standard script developed by the NCDPI that gives guidance for using the available tools, navigating the system, responding to each item type, and using the end-of-test review page while students complete the tutorial items.

The Online Assessment Tutorial and videos are available through the NCTest Secure Web Browser, NCTest Native Tablet App, or Chrome on Chromebooks (following required restrictions). The standard scripts are available on the TNN page in NCEducation.

**Mathematics Gridded-Response Practice Questions**

Some test questions on the paper-and-pencil End-of-Grade (EOG) Mathematics assessments at grades 5–8 and the Math I End-of-Course (EOC) assessment are gridded-response questions. These questions require students to enter a numerical answer rather than select an answer from several choices. Schools must ensure every student participating in the paper-and-pencil version of the EOG and EOC mathematics assessments have practiced answering gridded-response questions before test day. Note: For online administrations of mathematics assessments that have gridded-response items, students type a numerical answer into a text box rather than enter a response into a grid.

Guidelines for answering gridded-response questions include the following:

1. Students must write only one digit or symbol in each box. Spaces are permitted before or after the answer, but not within the answer. The student must darken the corresponding circle below each box. The computer scores the answer based on the darkened circles.

2. Students must not use symbols such as commas or dollar signs. For example, 5,600 should be answered as 5600; $25.99 should be answered as 25.99. Students must use only the symbols that are provided in the circles.

3. If an answer is a mixed number, it must be changed and entered as an improper fraction or a decimal. For example, the mixed number four and one-half can be answered as 9/2 (an improper fraction) or as 4.5 (as a decimal).

4. An improper fraction, such as 3/2, may be written as 3, then /, then 2, or it may also be entered as 1.5.

Guidelines, practice, and examples for mathematics at grades 5–8 and Math I may be found at [http://www.dpi.state.nc.us/accountability/testing/eog/math/](http://www.dpi.state.nc.us/accountability/testing/eog/math/).

**Suspended Students**

According to North Carolina General Statutes G.S. §115C–390.5, “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 assessment guide are followed throughout the test administration(s).

“The principal of a school, with prior approval of the superintendent, shall have the authority to suspend for periods of 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.”

The local education agency (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 assessment guide 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 accountability data submissions.

**Testing Environment**

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

The North Carolina Testing Program strongly discourages large-scale administrations (e.g., those that occur in a library or cafeteria) that include large groups (multiple classes) of students. Test administrations that occur under these conditions may result in misadministrations. If testing is to take place in a facility other than a classroom, special effort may be required to establish and maintain a proper testing atmosphere. Visitors to the classroom are prohibited during the test administration except when required for state 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 is 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 and scan the students’ work areas to ensure students are following the test directions, performing the required tasks, are not sharing responses, and if eligible, have access to required accommodations. When the test administrator or proctor wishes to sit during the test administration, the test administrator or proctor should maintain an unobstructed view of and easy access to students.

Test administrators and proctors must remain attentive to their testing responsibilities throughout the entire test administration. Before testing begins, test administrators and proctors must turn off their personal cell phones/electronic devices and ensure these devices are not visible during testing, including breaks. Personal cell phones/electronic devices must not be used during the test administration, including breaks.

Reading (except for the assessment guide or supplemental testing policy information); grading papers; using a computer, cell phone, or other electronic device; talking casually with other staff or the proctor; or engaging in any activity in the testing room not directly related to the test administration is not allowed.

Test administrators and proctors must not read test questions from open student test books or from computer monitors used for online assessments (except for students with documented special needs requiring accommodations, such as the Test Administrator Reads Test Aloud [in English]).

Test administrators and proctors must avoid creating distractions and causing testing irregularities while monitoring students during an assessment. During training, 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 the 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 marked the wrong answer.”

Test administrators and proctors **cannot** help students by

- explaining the directions in their own words;
- explaining the meaning of any word in the directions, test questions, or answer choices;
- rephrasing test questions;
- translating a word or phrase into another language; or
• 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 assessment guide. 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.

Small Group Testing Accommodations: 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. 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 nature of online delivery, for tests with multiple forms, 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.

Test Materials

The assessment guide must be provided to test administrators before training. Before the test administration, test administrators must read and study the guide 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. Test administrators are responsible for all materials in their care.

At no time are proctors to be alone with secure test materials, including computers with active assessments (e.g., Start screen, Pause screen, items displayed). 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 assessment guide, if applicable) without the prior written consent of the North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services/North Carolina Testing Program through the school system test coordinator. Reference books, textbooks, cell phones or any other electronic devices, thesauruses, MP3 players, cameras, smart pens, and music are prohibited during the administration of any test in the North Carolina Testing Program (see Prohibited Items in the Test Room).

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 also use highlighters in the test booklets, but students must not use highlighters on the answer sheets.

**Calculator Use**

All students must have access to calculators that meet the minimum requirements during the administration of North Carolina assessments, 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 can use calculators with more than the minimum requirements provided 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 algebraic systems (CAS) capable of doing symbolic algebra (e.g., factoring, expanding, or simplifying given variable output) or symbolic calculus
- Pocket organizers
- Handheld or laptop/notebook computers, unless specifically approved
- 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 includes 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, he or she must contact the regional accountability coordinator (RAC) for clearance before allowing their 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 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 or (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 test administrator or principal’s designee must clear the calculator memory and all applications (including preloaded) of all calculators that will be used during each administration of the test. Only the test administrator or principal’s designee is permitted to carry out this procedure. 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 for Clearing Calculators 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.

<table>
<thead>
<tr>
<th>Test</th>
<th>Minimum (At Least) Calculator Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>End-of-Grade Tests Mathematics Grades 3–5</td>
<td>➢ Four-function calculator with memory key</td>
</tr>
<tr>
<td>End-of-Grade Tests Mathematics Grades 6–8</td>
<td>➢ Any four-function calculator with a square root function, ( y^x ), ( \pi ) (pi), and algebraic logic</td>
</tr>
<tr>
<td>\textit{NCEXTEND1} Mathematics Grades 6–8</td>
<td>➢ Four-function calculator with memory key</td>
</tr>
<tr>
<td>\textit{NCEXTEND1} Mathematics Grade 11</td>
<td>➢ Four-function calculator with memory key</td>
</tr>
<tr>
<td>End-of-Course Math I</td>
<td>➢ Graphing calculator</td>
</tr>
<tr>
<td>College and Career Readiness Alternate Grade 11</td>
<td>➢ Graphing calculator</td>
</tr>
<tr>
<td>College and Career Readiness Alternate Grade 10</td>
<td>➢ Graphing calculator</td>
</tr>
<tr>
<td>North Carolina Final Exam Geometry</td>
<td>• Scientific calculator</td>
</tr>
<tr>
<td>North Carolina Final Exam Math II</td>
<td>• Graphing calculator</td>
</tr>
<tr>
<td>North Carolina Final Exam Algebra II</td>
<td>• Graphing calculator</td>
</tr>
<tr>
<td>North Carolina Final Exam Math III</td>
<td>• Graphing calculator</td>
</tr>
<tr>
<td>North Carolina Final Exam Integrated Math III</td>
<td>• Graphing calculator</td>
</tr>
<tr>
<td>North Carolina Final Exam Advanced Functions and Modeling</td>
<td>• Graphing calculator</td>
</tr>
<tr>
<td>North Carolina Final Exam Discrete Mathematics</td>
<td>• Graphing calculator</td>
</tr>
<tr>
<td>North Carolina Final Exam Precalculus</td>
<td>• Graphing calculator</td>
</tr>
<tr>
<td>North Carolina Final Exam Physical Science</td>
<td>• Scientific calculator</td>
</tr>
<tr>
<td>North Carolina Final Exam Chemistry</td>
<td>• Scientific calculator</td>
</tr>
<tr>
<td>North Carolina Final Exam Physics</td>
<td>• Scientific calculator</td>
</tr>
<tr>
<td>North Carolina Final Exam Earth/Environmental Science</td>
<td>• Scientific calculator</td>
</tr>
</tbody>
</table>
Precoded Answer Sheets

The student information (i.e., school name, teacher’s name, student’s last name and first name, student’s date of birth, and PowerSchool Student Number) on SIDE 1 of the answer sheets must be precoded before testing begins by the Regional Accountability Coordinator (RAC), local education agency (LEA) test coordinator, the school test coordinator, or the principal’s designee. Students should not code the student information on SIDE 1 of their answer sheets before testing.

Precoded responses come from the PowerSchool database. Students and test administrators must not change, alter, or erase precoding on students’ answer sheets. All corrections for precoded responses must be provided to the person designated by the RAC or LEA/charter test coordinator so that information may be corrected or updated in the PowerSchool database.

Student Identification 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 PowerSchool Student 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 a local education agency (LEA) or school is unable to administer state tests according to state-designated testing windows because of 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 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 to the NCDPI by the data submission deadline unless an exception is requested and granted (see number 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 affected 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. An explanation why the unexpected school closing, inclement weather, or student dismissal affects 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.

Note: In the event a local education agency (LEA) or school is unable to administer the ACT tests (The ACT, ACT Plan, ACT Explore, ACT WorkKeys) according to the designated testing window(s) because of unexpected school closings, inclement weather, or student dismissals, the LEA/school must follow ACT’s testing policy and procedures.

Testing Window
Per G.S. §115C-174.12(a)(4), “all annual assessments of student achievement adopted by the State Board of Education (SBE) pursuant to G.S. §115C-174.11(c)(1) and (3) and all final exams for courses shall be administered within the final ten (10) instructional days of the school year for year-long courses and within the final five (5) instructional days of the semester for semester courses.

Requesting to Test a Student outside the Testing Window
Per G.S. §115C-174.12(a)(4) the following exceptions may be permitted to test a student outside the five-day (semester) and/or ten-day (year-long) testing window, including makeup dates:

1. Exceptions shall be permitted to accommodate a student’s Individualized Education Program (IEP) or Section 504 (29 U.S.C. §794) Plan. Note: There is no waiver of the testing window for tests required by the state unless the exception is documented on the student’s IEP or Section 504 Plan or the test is nationally created/administered and not a state-required exam.

2. Exceptions may be permitted in rare cases in which special circumstances (e.g., family emergency, family relocation) may exist and preclude an individual student from being tested during a state testing window, including makeup dates (i.e., before or after the testing window).

Under these circumstances, schools may request to administer the assessment to the student outside the testing window. The school must send the local education agency (LEA) test coordinator a written request for review. If approved by the LEA, the LEA test coordinator must send the written request to the appropriate Regional Accountability Coordinator (RAC). The letter of request must include the following information:
The RAC will review the request and provide an e-mailed approval or denial response to the LEA test coordinator.

A Request to Test a Student 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 because of a significant medical emergency and/or condition (e.g., final stages of terminal or degenerative illness, coma, 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 assessment before or just after the designated testing window (e.g., surgery scheduled during the testing window).

Contact your RAC with any questions.

Expansion of the Testing Window for One Year

Per Section 16 of G.S. §115C-83.15 (d), “for the 2014–15 school year only, local boards of education may apply for waivers from the requirements in G.S. §115C-174.12(a)(4) which limit the administration of final exams for year-long courses to the final 10 instructional days of the school year and the final five instructional days of the semester for semester courses. Local boards of education shall apply for these waivers to the State Board of Education (SBE) by September 1, 2014. The SBE shall grant the waivers for up to five additional days in order to allow the administration of final exams for year-long courses within the final 15 instructional days of the school year and for semester courses within the final 10 instructional days of the semester. By October 1, 2014, the SBE shall notify the local boards of education whether the requested waivers have been granted.”
E. Scoring and Reporting

Requirement to Report Student Scores

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

Confidentiality of Student Scores When Publicizing Test Results

The confidentiality of students must be protected at all times when publicizing/reporting test results to the public. Practices that violate
confidentiality rights are not permissible under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. §1232g. Unethical practices include, but are not limited to

- publicly posting student names and test results and
- publicly announcing student names and test results over the intercom.

Additionally, the North Carolina Testing Code of Ethics states, “Educators shall maintain the confidentiality of individual students. Publicizing test scores or any written material containing personally identifiable information from the student’s educational records shall not be disseminated or otherwise made available to the public by any member of the State Board of Education, any employee of the State Board of Education, the State Superintendent of Public Instruction, any employee of the North Carolina Department of Public Instruction, any member of a local board of education, any employee of a local board of education, or any other person, except as permitted under the provisions of the Family Education Rights and Privacy Act of 1974, 20 U.S.C.§ 1232g . . . In the event of a violation of this Rule, the State Board of Education may, in accordance with the contested case provisions of Chapter 150B of the General Statutes, impose any one or more of the following sanctions:

1. withhold any applicable monetary incentive awards;
2. file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;
3. seek criminal prosecution of the person or persons responsible for the violation; and
4. in accordance with the provisions of 16 NCAC 6C .0312, suspend or revoke the professional license of the person or persons responsible for the violation.”

Educators must be mindful of student confidentiality and adhere to appropriate policies and procedures when publicizing/reporting test results.

**Students Receiving Services at a Visited School**

It is important that local education agencies (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 R, Resource Documents.”

**Scanning, Scoring, and Reporting**

**Paper-and-Pencil Tests:** The school system test coordinator establishes the schedule for scanning and scoring North Carolina tests at the local education agency (LEA) level. The school system test coordinator (1) scans the answer documents, (2) provides the results (reports) from the test administrations soon after scanning/scoring is completed, and (3) stores all used answer sheets in a secure (locked) facility for six months following the return of test scores. After
six months, the used answer sheets are recycled or destroyed in a secure manner in accordance with North Carolina Department of Public Instruction (NCDPI) procedures. Note: The regional accountability coordinator (RAC) has the responsibility of scanning and scoring tests for charter schools and for providing long-term storage for specific test materials such as used answer sheets and tests used for the Student Marks Answers in Test Book accommodation.

**Online Tests.** Online tests are scored electronically on a centrally hosted server. A program that defines technical item parameters scores the responses. Once scores for each item have been assigned by the program, data are then merged with student-level records for distribution to school system test coordinators. School system test coordinators will then be able to generate school rosters, class rosters, and individual reports. Initial district school-level reporting occurs at the LEA level.

**Invalid Test Scores**

In the event that procedures specified in the assessment guides or in state accommodations publications (or in subsequent updates to these documents) are not followed during the actual test administration, the North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services/North Carolina Testing Program may declare the test scores invalid. If test scores are invalid, the results must not be included in a student’s permanent record or be used for placement decisions or accountability purposes.
F. Test Administration Information

North Carolina Standardized Testing and Opting Out
To date, the North Carolina State Board of Education (SBE) has not allowed any student to opt out of required state testing unless there were extenuating circumstances, primarily related to serious health conditions. Because of state and federal law, all students in North Carolina (including students with disabilities) are required to participate in the testing program.

Parents who request that their students not be tested or refuse to allow their students to test must be informed of state and federal testing requirements and understand the possible academic outcomes for not permitting their students to test. The policy of the SBE is that all students in the state shall participate in the testing program, and as a result, schools must try to follow Board policy.

As in prior years, because of state and federal policy that does not allow students to opt out of testing, if students are present in the classroom on test day, employees of the LEA/charter must administer tests to those who are required or permitted to participate (GCS-A-001). Students are to be given an answer sheet. The answer sheet will be preslugged with the student’s name and therefore scanned. If nothing is answered, the student will receive the lowest possible score (Level 1). The computer will not recognize that the student intentionally opted out and will scan for right answers. Schools do not have the option to remove the answer sheet from the class package. A student’s grade for the course and overall grade point average calculation may be negatively affected by receiving the lowest possible score.

Refer to the March 25, 2014 North Carolina Standardized Testing and Opting Out memo from the Deputy State Superintendent for additional information on state and federal testing requirements and the procedures LEAs/charters must follow if they receive parental requests that their students not be tested or are refusing to allow their students to test. A sample letter that LEAs/charters may use to address parents’ concerns regarding testing mandates is located in the Appendix of this guide.

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 assessment guides must be followed. Test administrators must follow and present the directions as written in the assessment 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 assessment guides without the prior written consent of the North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services/North Carolina Testing Program.

Unethical testing practices include, but are not limited to, interpreting, explaining, or paraphrasing the test directions, reading selections, or test items. Test administrators may repeat test directions only and are not permitted to provide any specific assistance with answering test
questions. For example, test administrators and proctors are not permitted to clarify test directions, provide synonyms for unknown words, or rephrase questions. Each student must complete his or her own work without assistance in order for the scores to reflect the student’s ability. All students must complete the test under the same conditions, unless a student with a current Individualized Education Program (IEP), Section 504 Plan, limited English proficiency plan/documentation, or transitory impairment documentation has the appropriate documentation in accordance with state policies to receive testing accommodations.

**Accommodations.** Documentation on the current IEP, Section 504 Plan, limited English proficiency plan/documentation, or transitory impairment documentation must exist in order for students with disabilities, students identified as limited English proficient (LEP), or students with a transitory impairment to receive accommodations approved for use by the NCDPI Division of Accountability Services/North Carolina Testing Program. The test administrator must ensure the appropriate students receive the accommodations and must follow all appropriate procedures in the Testing Students with Disabilities publication and the Guidelines for Testing Students Identified as Limited English Proficient publication and any published supplements or updates for providing accommodations to these students. Failure to provide a student with a documented accommodation during the test administration constitutes a misadministration. When a school does not provide a student with a required testing accommodation, (a) the parent/guardian must be notified immediately, (b) a Report of Testing Irregularity must be completed, (c) the superintendent/local education agency (LEA) test coordinator must declare a misadministration, and either (d) the test scores are invalidated and the student is retested with another secure form of the test with the required accommodations or (e) the parent/guardian signs a statement waiving the right to have the student retested with the required accommodation, in which case the test results from the administration without the accommodation will be used for accountability purposes and student placement decisions. Under no circumstances shall the parent be provided the results of the test administration before waiving the right to have the student retested.

Providing a student with an accommodation that is not documented on the student’s current IEP, Section 504 Plan, limited English proficiency plan/documentation, or transitory impairment documentation may also constitute a misadministration. If a student is provided an accommodation that is not documented, (a) the parent/guardian must be notified immediately, (b) a Report of Testing Irregularity must be completed and an investigation conducted to determine if the provision of the accommodation does in fact result in a misadministration, (c) the superintendent/LEA test coordinator must declare a misadministration, if necessary, and (d) the affected student must be administered another secure form of the test without the use of the accommodation if necessary.

During the test administration, the test administrator must monitor students who are receiving testing accommodations. Test administrators must have a Review of Accommodations Used During Testing monitoring form for each student who is receiving a testing accommodation. The top of the form and Column 1 must be completed before testing. The remainder of the form must be completed during/after the test administration and then returned to the school test coordinator to keep in the student’s IEP folders and/or Section 504/LEP/transitory impairment documentation.
Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices during the administration of the end-of-grade English Language Arts/Reading assessments, the end-of-course English II assessment, or the English I, English III, and English IV North Carolina Final Exams for any students, including students with disabilities and students identified as LEP, invalidates test results. An interpreter/transliterator may sign/cue to students the directions during the administration of either of the aforementioned English assessments if such an accommodation is documented in the student’s current IEP, Section 504 Plan, or transitory impairment documentation.

**Distributing Materials.** 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 administration is a violation of the procedures outlined in the assessment 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 assessment 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 or other electronic devices, 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 (for additional information see *Prohibited Items in the Test Room*).

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 all state tests, students must not highlight the side of a scannable answer 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 assessment guide before the test administration, ensuring uniform test administration procedures are followed throughout North Carolina.

**Paper Clipping Test Books**

Test administrators are responsible for paper clipping students’ test books in the following instances:

- **Clip after Mathematics Calculator Inactive.** When students complete the calculator inactive part of the mathematics tests (i.e., end-of-grade mathematics grades 3–8 and end-of-course Math I), the test administrator must paper clip the students’ test books so they cannot return to previously attempted questions. Students must be informed of this policy on days before the test administration.

- **Clip for Lunch Breaks.** In *rare* cases in which students must leave the testing area for lunch, the test administrator must alert the students when they have five minutes
remaining before the lunch break. Students must be told that the test administrator will paper clip test books so students cannot go back to previously attempted questions. Pages that contain reading selections students have not completed 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 they paper clip test books and students leave the testing area for lunch.

Transcribing Gridded-Response and Short Answer Test Items

Transcribing Gridded-Response and Short Answer Test Items

End-of-Course Math I and End-of-Grade Mathematics Grades 5–8

For test items that require students to write a constructed response (e.g., EOC English II, NC Final Exam Civics and Economics), the answer sheet provides each student with the same
number of printed lines for recording his or her response. It is imperative that transcribed student responses “fit” on those printed lines as these responses are imaged before scoring. Responses transcribed on added horizontal lines, in a double-stack format, in margins, or on separate sheets of paper will not be scored. This policy ensures equitable opportunities for all students participating in the test administration.

The Dictation to a Scribe accommodation allows a student to dictate his/her responses to test questions to a scribe who records the responses. For paper-and-pencil and online test administrations, two trained test administrators must be present when the Dictation to a Scribe accommodation is provided. One fills the role of test administrator; the other fills the role of scribe. The test administrator and scribe must attend all test administrator training sessions provided before testing. Each student must be notified before the test administration that he or she must proofread the response(s). The test administrator cannot provide the student with any directions or clues for how to proofread the dictated responses.

In the event that a student signs/cues the response to the scribe during the administration of the assessment, the scribe must record the student’s response exactly as signed/cued. For example, if a student signs “Me search field,” the scribe must record the exact words.

Note: The responses for the constructed response items are scored only for content (i.e., spelling and grammar are not scored).

**Maximum Testing Time Allowed**

The North Carolina Department of Public Instruction requires all students be allowed ample opportunity to complete required tests. However, no end-of-grade (EOG) or end-of-course (EOC) standard test administration 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 (i.e., maximum time). Students who complete the test before the scheduled time is over must not be allowed to remain in the testing room with any students who require maximum time. The school may either move students who have completed the test to another room or facility or the school may move students who need maximum time to another room or facility to complete the test. Students who are in different grade levels or in a different subject/course may be combined for maximum time. However, schools must ensure that students do not feel so uncomfortable with mixed grade or subject/course combining that it affects their test performance.

Test administrators must consult with the school test coordinator for the procedure to follow in providing additional time to students to complete the assessments.

Note: For best practices the North Carolina Testing Program strongly recommends schools schedule assessments within the school day so that they do 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 when they have five minutes remaining before the lunch break.

- For paper-and-pencil administrations, students must be told the test administrator will paper 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. For additional information see Paper Clipping Test Books.

- For online administrations, students must click the PAUSE button before leaving the room for lunch. The online items must not be visible on computer monitors. For online administrations, students will have access to previously completed items when they return from their extended break. Test administrators must monitor these students carefully to ensure they do not return to previous items.

During lunch, students must not be allowed to discuss specific test questions or information contained within the tests. 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 timed breaks as designated in the assessment guide (e.g., a two-minute break every 60 minutes).

- For all breaks during paper-and-pencil administrations, the student’s answer sheet, blank paper, and graph paper (if applicable) must be placed inside the test book and the test book closed.

- For all breaks during online administrations, items must not be visible on computer monitors. Students must click the PAUSE button at the beginning of the break.

The test administrator must neither allow students to talk during breaks nor 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.

**NCEXTEND1 Alternate Assessments**

The NCEXTEND1 alternate assessments are administered individually to each student. The time required by a student to complete an NCEXTEND1 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 NCEXTEND1 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 Individualized Education Program (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 NCEXTEND1 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.

Students Who Complete the Test before the Scheduled Time Is Over

Students who complete the test before the scheduled time is over must be
provided the opportunity to read novels or other nontextbooks (e.g., magazines)
while other students continue to work during the scheduled time. Before students
who have completed the test may read, however, the test administrator must

For Paper-and-Pencil Administrations Only

- Verify with the student that he/she has completed the test, checked over his/her answer
  sheet, and is sure all answers are clearly marked and entered on the answer sheet for
  scoring.

- Collect the student’s answer sheet, test book, and all ancillary materials (e.g., calculators,
  used blank and used graph papers). The test administrator must stack the student’s test
  materials on the teacher’s/test administrator’s desk and must not open or review the
  student’s answer sheets or test books. The test administrator must not review test items or
  alter student responses; test booklets must remain closed and secure.

- Ensure the student’s reading material is a novel or other nontextbook, such as a
  magazine. (Textbooks, reference books, thesauruses, audio books, music, notes, or any
  unapproved testing aids are prohibited during the administration of any test in the North
  Carolina Testing Program. During the scheduled testing time, students are only allowed
to read novels or other nontextbooks after they are finished and waiting for other
students to complete the test. Students may put their heads down on their desks and rest if
they decide not to read.)

Online Administrations Only

- Ensure that the student has clicked the End Test button to close the test. (Once students
  have clicked the End Test button, they will not be able to return to the test items. A STOP
  sign will appear on students’ monitors after the End Test button has been clicked and the
  test has been closed.)

- Collect all ancillary materials (e.g., used and unused papers, borrowed pencils).

- Ensure the student’s reading material is a novel or other nontextbook, such as a
  magazine. (Textbooks, reference books, thesauruses, audio books, music, notes, or any
  unapproved testing aids are prohibited during the administration of any test in the North
  Carolina Testing Program. During the scheduled testing time, students are only allowed
to read novels or other nontextbooks after they are finished and waiting for other
students to complete the test. Students may put their heads down on their desks and rest if
they decide not to read.)
If all students finish the test before the scheduled time period is over, the test administrator may end the testing session early by reading the information in the assessment guide under the words Read to Announce the End of the Testing Session. Students must not be dismissed from the room unless authorized by the appropriate local official (e.g., principal). The test administrator must follow local procedures for returning students to the regular school schedule.

See the section Maximum Testing Time Allowed for procedures to follow for students who need additional/maximum time beyond that scheduled to complete the test.

**Misalignment during Testing**

Misalignment occurs during a paper-and-pencil test administration when students are

- responding to a multiple-choice test question and the item number being coded on the answer sheet does not match the number of the question being answered in the test book;
- responding to test questions and recording the answers in the wrong section of the answer sheet (e.g., end-of-grade [EOG] reading/mathematics, EOG mathematics calculator inactive/active); or
- responding to mathematics gridded-response test questions and coding the answer in the wrong column(s) below the recorded answer in the grid box.

Procedures for test administrators to follow in the event that misalignment occurs during the administration of the test are to be discussed during training. As soon as the actual test administration begins, the test administrator must monitor the test administration and check to ensure all students are recording responses in the appropriate part of the answer sheet and marking the number of the item on the answer sheet that matches the number of the test question. If misalignment is observed after a student has been checked at the beginning of the actual test administration, the test administrator, in the least disruptive manner possible, 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.

- In some cases, it may be appropriate to determine where the misalignment occurred, guide the student to recode/move responses so the coded bubbles/responses are in alignment, and allow the student to continue the test.
- 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 test questions. Once the student completes the questions, the test administrator can guide the student with the unaligned coding/responses. The student recodes/moves responses so the coded bubbles/responses 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 responses in the test book. After the test administration ends, the test administrator or other designated school official must guide 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.

- 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 North Carolina Department of Public Instruction strongly recommends all students have an opportunity to use the restroom before beginning a test administration. If a student must leave the room during a 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 a 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.
  - For paper-and-pencil tests, the answer sheet must be placed inside the test book as a place holder and the test book closed.
  - For online tests, the PAUSE button must be clicked to prevent the online test items from being 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. Students must be accompanied if more than one is allowed to leave during the test at the same time.
- Upon return from the restroom for online tests, the student must click the CONTINUE button to resume work on the test.

Limited English Proficient Students and Testing Accommodations

On a case-by-case basis where appropriate documentation exists, students identified as limited English proficient (LEP) may receive testing accommodations.

- The need for accommodations must be documented before testing. Copies of the 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 by the school system test coordinator or designee in the provision of the specific accommodation(s) before the test administration.

For information regarding appropriate testing procedures, test administrators who provide accommodations for students identified as LEP 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/](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 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 local education agency (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, PowerSchool, 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 accurately entered within the accommodations management systems in order to ensure adequate production, quality control, and delivery time of the special print versions. Requests for special print versions other than those specified in the assessment guides must be submitted on 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
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

- Have a physical or mental impairment that substantially limits one or more major life activities, or
- Have a record of such an impairment, or
- 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 impairment with an actual or expected duration of six months or less and 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 local education agency (LEA) test coordinator or designee in the provision of the specified accommodations.

Testing Accommodations Documentation

Testing accommodations must be documented in a student’s current Individualized Education Program (IEP), Section 504 Plan, limited English proficiency plan/documentation, or transitory impairment documentation. When a student has more than one area of identification (e.g., a student with an IEP who is also identified as limited English proficient [LEP]), appropriate team members...
should complete a record of testing accommodations that addresses all of the student’s needs. To do so, local education agencies (LEAs) should use the following order for documenting testing accommodations:

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

For example, for a student with an IEP who is also identified as limited English proficient (LEP), all testing accommodations must be documented in the student’s IEP (including those related to the student’s LEP needs). Using the IEP to document all of the student’s testing accommodations does not diminish the importance of the accommodations based on the student’s various identifications, but rather encourages child-centered, results-oriented decision making. Note: The testing accommodations related to a student’s LEP needs should also be maintained in his/her LEP plan/documentation, along with the other pertinent information required within the plan.

In order to implement the documentation in the best interest of the student, the appropriate team members must be present at meetings where accommodations decisions are made.

**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. On days before test administrations, the **Review of Accommodations Used During Testing** form must be used to record the required testing accommodations documented on students’ IEPs, Section 504 Plans, LEP documentation, or transitory impairment documentation.

During the test administration, the test administrator must use the form to

- indicate if the accommodation was provided to the student during testing,
- describe how the accommodation was provided to the student,
- record if the student used the accommodation, and
- explain how the accommodation was used.

One form is to be completed per assessment per student. Completed forms should be kept in the students’ IEP folders and/or Section 504/LEP/transitory impairment documentation so they are accessible to IEP/504/LEP teams for future reference when considering the student’s needs for accommodation(s).
LEA Requirements for Destroying, Storing, or Returning Test Materials for the 2014–15 School Year

The following information provides local education agencies (LEAs) with requirements for the destruction, return, or storage of North Carolina Testing Program secure test materials.

**Securely Destroying Test Materials**
When designated by the state, LEAs must securely destroy test materials using one of the following methods: shredding, secure recycling, observed landfill burial (i.e., 2 or more designated school personnel), and/or incineration.

**Test Materials to Securely Destroy Immediately after the Testing Window Closes**
Test materials designated in Table 1 must be securely destroyed immediately after the testing window closes. This includes used test books, unused test books, and unused answer sheets. However, this does not include test books containing original student responses (see Table 2). *Assessment Guides are not secure, but should be destroyed after the testing window closes to avoid any confusion during the next testing window.*

<table>
<thead>
<tr>
<th>Table 1: Test Materials Designated for Secure Destruction at the Completion of the Respective Testing Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning-of-Grade 3 (BOG3)</td>
</tr>
<tr>
<td>EOC Math I, Biology, and English II (store unused test materials from fall for use in spring and summer 2015)</td>
</tr>
<tr>
<td>NC Final Exams (store unused test materials from fall for use in spring 2015)</td>
</tr>
<tr>
<td>College and Career Readiness Alternate Assessments (Grades 10 and 11)</td>
</tr>
<tr>
<td>EOG English Language Arts/Reading and Mathematics Grades 3–8 and EOG Science Grades 5 and 8</td>
</tr>
<tr>
<td>Administrative Guide for the Grade 3 Retest of EOG ELA/Reading</td>
</tr>
<tr>
<td>Read to Achieve Test Grade 3 (store unused test materials from spring 2015 for use in summer and fall 2015)</td>
</tr>
<tr>
<td><strong>NC</strong>EXTENDI used Manipulative Card Kits and used Selection Booklets (Selection Booklets for English Language Arts only)</td>
</tr>
<tr>
<td>Large print edition test books</td>
</tr>
<tr>
<td>One test item per page edition test books</td>
</tr>
<tr>
<td>Braille edition test books</td>
</tr>
<tr>
<td>*Assessment Guides (store the EOC guides for use in spring and summer 2015; store the NC Final Exams guides for use in spring 2015; store the Read to Achieve guide for use in summer and fall 2015)</td>
</tr>
</tbody>
</table>

**Test Materials to be Stored Locally**
Test materials designated in Table 2 are secure test materials to be stored by the LEA in a secure, locked facility with access controlled and limited to one or two authorized school personnel only. After the required storage time has elapsed, the LEA must securely destroy these materials.
<table>
<thead>
<tr>
<th>Test Material</th>
<th>Required Storage Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–14 boxed Grade 3 Student Reading Portfolios.</td>
<td>Store until the new 2014–15 boxed portfolio is received from TOPS.</td>
</tr>
<tr>
<td>All used answer sheets for operational tests (including scoring sheets for W-APT)</td>
<td>Six months after the return of students’ test scores</td>
</tr>
<tr>
<td>NC Final Exam Used <em>Multiple-Choice Only Answer Sheets</em></td>
<td>Six months after the return of students’ test scores</td>
</tr>
<tr>
<td>Original responses recorded in a test book, including special print version test books (i.e., large print edition, one test item per page edition, Braille edition)</td>
<td>Six months after the return of students’ test scores</td>
</tr>
<tr>
<td>Original Braille writer/slate and stylus responses</td>
<td>Six months after the return of students’ test scores</td>
</tr>
<tr>
<td>Original responses to a scribe</td>
<td>Six months after the return of students’ test scores</td>
</tr>
<tr>
<td>Original responses using a typewriter or word processor</td>
<td>Six months after the return of students’ test scores</td>
</tr>
<tr>
<td>Answer sheets with misaligned answers (keep testing irregularities in a separate file)</td>
<td>Six months after the return of students’ test scores</td>
</tr>
<tr>
<td>NC General Purpose Header Sheets</td>
<td>Store indefinitely</td>
</tr>
<tr>
<td>EOC, EOG, and NC Final Exam Graph Paper</td>
<td>Store indefinitely</td>
</tr>
<tr>
<td>EOC Math I, Biology, and English II</td>
<td>Store unused test materials from fall for use in spring; store unused test materials from spring for use in summer</td>
</tr>
<tr>
<td>Read to Achieve Test Grade 3</td>
<td>Store unused test materials from spring for use in summer and fall 2015</td>
</tr>
<tr>
<td>W-APT Test Materials (reusable except for scoring sheets)</td>
<td>Store indefinitely (all forms)</td>
</tr>
<tr>
<td><em>NCEXTEND1</em> Used Assessor Booklets</td>
<td>Six months after the return of students’ test scores</td>
</tr>
<tr>
<td>NC Final Exams</td>
<td>Store unused test materials from fall for use in spring</td>
</tr>
<tr>
<td>NC Final Exams Formula Sheets and Reference Tables</td>
<td>Store indefinitely</td>
</tr>
<tr>
<td>EOG Science Grade 8 Periodic Tables</td>
<td>Store indefinitely</td>
</tr>
</tbody>
</table>

**Test Materials to Return to Vendors**

Test materials designated in Table 3 should be packaged and returned according to the instructions provided by the vendor.
Table 3: Test Materials to Be Packaged and Returned to Vendors

<table>
<thead>
<tr>
<th>Test Materials to Return to the NCDPI/TOPS Warehouse</th>
</tr>
</thead>
<tbody>
<tr>
<td>All ACCESS for ELLs materials should be returned to MetriTech.</td>
</tr>
<tr>
<td>Follow the instructions of the test publisher for the packaging and returning of all The ACT, ACT Plan, ACT Explore, and ACT WorkKeys test materials.</td>
</tr>
<tr>
<td>Follow the instructions from the vendor for packaging and returning the English II EOC answer sheets for scoring.</td>
</tr>
</tbody>
</table>

Test Materials to Return to the NCDPI/TOPS Warehouse

Test materials designated in Table 4 are to be returned to the NCDPI/TOPS warehouse at the conclusion of the testing window. Table 5 contains used answer sheets that must be returned immediately after test administrations to be scored. The materials in Tables 4 and 5 are not to be stored locally.

Table 4: Test Materials Designated to Be Returned to the NCDPI/TOPS Warehouse at the Conclusion of the Testing Window

<table>
<thead>
<tr>
<th>Test Materials Designated to Be Returned to the NCDPI/TOPS Warehouse at the Conclusion of the Testing Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCEXTEND1 unused Assessor Booklets, unused Manipulative Card Kits and unused Selection Booklets (intact teacher kits)</td>
</tr>
</tbody>
</table>

Table 5: Answer Sheets Designated to Be Returned to the NCDPI/TOPS Warehouse Immediately after Administration

<table>
<thead>
<tr>
<th>Answer Sheets Designated to Be Returned to the NCDPI/TOPS Warehouse Immediately after Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and Career Readiness Alternate Assessments for Grade 11 Answer Sheets</td>
</tr>
<tr>
<td>NC Final Exam Answer Sheets that include Constructed Response Items</td>
</tr>
</tbody>
</table>

Charter School Requirements for Destroying, Storing, or Returning Test Materials for the 2014–15 School Year

The following information provides Charter Schools with requirements for the destruction, return, or storage of North Carolina Testing Program secure test materials.

Before Ordering

Check to be sure that your charter contact information is correct on the NC Education ordering page. The United Parcel Service (UPS) will send an email notification to the email address listed for the main test coordinator upon the shipping of an order. If you do not receive the package on the day indicated in the notification, contact Technical Outreach for Public Schools (TOPS). In North Carolina, all UPS is next-day delivery, so sometimes the package does get delivered, but the test coordinator is not aware of the delivery at the school. This can be a security risk if the delivery is in an unsecured area.

Shipping/Receiving

- Orders will be shipped not more than 10 days before the first test date. Inventory materials within 5 days of receiving them.
- Note quantities received in the column on the packing list.
- Fax the packing list verifying the accuracy of or any discrepancy in the quantity received to TOPS (919) 515-4622 before the first test date. See example label below that will be on the bottom of the packing list.
If a discrepancy is involved, please indicate if you need additional materials or not.

- Every packing list needs to be signed and faxed to TOPS.
- Save all boxes for the return of materials.

**Returning Materials**

- **ALL** test materials are to be returned to TOPS two business days after the regular administration.
- Student mark-in books must have the labels on the front of the books completed.
- Separate mark-in books and place them on top of the other materials with a cover sheet identifying them as mark-in books.
- All unused books, administration guides, scrap paper, and graph paper must be returned to TOPS.
- Pack boxes according to the quantities on the packing lists.
- Any school not returning materials must file a report in the Online Testing Irregularity Submission System (OTISS) and will be subject to report to the charter school office.

**Record Tracking Information**

- Record information clearly on the UPS ARS label.
- Maintain a record of:
  - UPS tracking numbers
  - Number of boxes in the shipment
  - Packing lists involved
  - Date shipped
G. Online Testing

Online Test Format

Online assessments are presented through a secure platform (e.g., secure browser, native tablet app). All test questions are formatted specifically for online presentation and presented on the screen one test item at a time. Online assessments provide a toolbar at the top of the screen that includes the following options: Reset, Flag, Strike, Highlight, Unhighlight, Clear Highlight, and Help. Navigation buttons (i.e., First, Back, Pause, Next, Review) are located at the bottom of the screen. Scroll bars appear on test questions as needed, depending on the length of the test question or font size.

Online assessments are available to all students in regular or large font and in different background colors; however, the North Carolina Department of Public Instruction (NCDPI) recommends these options be considered only for students who routinely use similar tools (e.g., color acetate overlays, colored background paper, and large print text) in the classroom. Students with the documented accommodation Computer Reads Test Aloud—Student Controlled have access to audio files of item content for all online assessments except those that measure reading comprehension (e.g., end-of-course English II).

Internet Security, Security of Test Materials, and Online Content

Online tests contain secure test data, copyrighted content, and confidential student records. Therefore, administrators, proctors, technology staff, and students must follow rules and procedures that ensure online content is not made available to anyone for any other purpose than to conduct the tests. Users must not access the test and then leave the computer unsupervised. Locally stored offline content (e.g., cookies, cache) must be cleared or secured after accessing the test so malicious applications or users cannot gain access to secure test materials.

Best practices for password protection include, but are not limited to, the following:

- Never share passwords with anyone. User accounts are confidential.
- If passwords must be written down on a piece of paper, store the paper in a secure place and destroy it when it is no longer needed.
- Change passwords immediately if they have been compromised.
- Be careful where passwords are saved on computers. Some dialog boxes, such as those for remote access, present an option to save or remember a password. Selecting this option poses a potential security threat.

Testing Schedule for Online Assessments

Online assessments have the following scheduling options:

- Online assessments may be administered as early in the school day as the
school schedule permits; however, afternoon administrations are also permissible. Regardless of when tests are administered, teachers must not jeopardize the security of the test forms. For example, students might approach a teacher with 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 must not use test items or test information from students as the basis for additional instruction or review. Instead, teachers should provide instruction/review on the North Carolina state-adopted content standards.

- For best practices, the North Carolina Testing program strongly recommends schools schedule each online assessment within the 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.

- **Scheduled Extended Time Accommodation:** Students who are provided the **Scheduled Extended Time** accommodation may not begin the test sooner than the school’s schedule for the regular test administration.

- **Multiple Testing Sessions Accommodation:** Multiple testing sessions must begin on the same day as the general test administration but may continue beyond the school’s schedule for the regular test administration if the Individualized Education Program (IEP) or Section 504 Plan designates the sessions are to continue across multiple days.

- **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.

- Students in different grade levels/courses can be grouped for testing 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. Test coordinators must ensure students do not feel so uncomfortable with mixed grade/course grouping that test performance is affected.

- Schools may elect to administer two assessments in one day. However, caution must be taken when scheduling testing to ensure that students are allowed to eat lunch during the school day and travel home at their regularly scheduled time.

- The administration of the end-of-grade (EOG) science tests at grades 5 and 8 do not have to occur on consecutive school days with the EOG English Language Arts/Reading and Mathematics tests.

**Technical Specifications for NCTest**

To ensure students receive a valid and reliable assessment administration, schools must meet specific technical requirements. The technical specifications for NCTest, which is used to deliver the online assessments, are found at [http://center.ncsu.edu.nct](http://center.ncsu.edu.nct). Schools must review these technical requirements on days before an online assessment and must make any necessary adjustments before administering an online assessment. Schools that administer an online assessment but do
not meet the technical requirements are at risk of providing students items that cannot be manipulated (e.g., technology-enhanced items), items without associated artwork (e.g., tables, graphs, symbols), and items that do not fit properly on the screen. Many technical issues can be resolved locally by ensuring that students are using acceptable hardware, making adjustments to the local network, ensuring all required applications are loaded and meet necessary version requirements, and setting a minimum screen resolution. Schools should periodically review the technical requirements at http://center.ncsu.edu.nct for updates.

Technical Difficulties

In the event of technical difficulties during the actual test administration, the test administrator is to contact the school test coordinator. The school test coordinator, with the assistance of school technical personnel, should determine if the technical difficulty is at the school level. If the technical difficulty continues after investigating at the school level, the school test coordinator should contact the school system test coordinator. The school system test coordinator, along with central office technical personnel, will investigate if the technical difficulty is at the central office level. If a problem cannot be resolved locally, the incident should be reported to the Help Desk.

Help Desk

A Help Desk is available for all online assessments. Schools that encounter technical problems during an online assessment should first contact the local technology coordinator. Many technical issues can be resolved locally by ensuring students are using accepted hardware, making adjustments to the local network, ensuring all required applications are loaded and meet necessary version requirements, and setting a minimum screen resolution.

If a problem cannot be resolved locally, the incident should be reported to the Help Desk by one contact person using one method of communication (i.e., e-mail or phone call). When contacting the Help Desk, callers should provide the following information:

- First and last name and title/position of contact person
- Phone number and/or e-mail address for a response from the Help Desk
- School district name
- School name
- Local education agency (LEA)/school code
- Test name (course or subject and grade level)
- Form number (available at the top of the screen)
- Description of incident
- Error message(s) (document the words verbatim)
- Operating system name and version number
- Web browser name and version (e.g., Internet Explorer 8.0)
- Steps taken locally to resolve the issue

E-mail requests are preferred for Help Desk communications and should be sent to ncdesk@ncsu.edu. Phone requests can be placed by calling (919) 515-1320 from 7:30 a.m. until 5:00 p.m., Monday through Friday (excluding holidays), before and during the NCDPI-designated testing windows. The Help Desk should provide the caller with a ticket number for reference. *If the Help Desk does not provide a ticket number, the caller should request one.*

**Interruption during the Test**

If there is an interruption during the test (e.g., loss of Internet connection, illness), the school test coordinator must be contacted to assist. After the interruption, the student’s assessment may be resumed on any computer. The test administrator must log in again, choose the assessment, select the student, and click START to resume the test. The test will resume at the last Web-accessed page before the interruption.

**Items Not Displaying or Not Displaying Correctly**

The test administrator must circulate throughout the room during the test administration and watch for items not displaying or not displaying correctly. If the next item does not appear, only a portion of the next item appears, or the information for the item does not match the answer choices, the student or the test administrator should click either the NEXT or BACK button to refresh the item. The student or test administrator can also click the REVIEW button and then click the item number to return to the item. If the assessment does not resume correctly, the test administrator should use his/her best judgment to make a written note of the item number on the screen, close and restart the secure browser, tablet app, or Chrome, log in the student again, and click START to resume; or if the test administration time is close to the end, the test administrator must contact the school test coordinator to determine the most appropriate course of action.

**Items Appearing Slowly on the Screen**

The test administrator must circulate throughout the room during the test administration and watch for items that are appearing very slowly. This could mean that the server, the network, or the student’s computer is running very slowly. If this occurs at any time during the administration, and it is determined that network utilization is peaking, it is strongly recommended that steps be taken to reduce network traffic. This may involve reducing the number of students testing, prioritizing Internet traffic, or other similar actions.
Procedures for the Local Education Agency (LEA) and School Test Coordinators to Complete BEFORE Test Day

The procedures contained in the following section must be completed before the test day so the test administrator and students can access online assessments. The LEA test coordinator must work with the school test coordinator to develop a plan to ensure all of the procedures listed below are completed before the test day.

- Remind test administrators to request an NC Education user account if they do not already have a user name and password. Test administrators must ensure their user name/password is working correctly and they can access the NCTest Admin Page. In order to start an online assessment, the user must be linked to the school with a role of teacher-school.

- Ensure that every student participating in the online assessment has completed the Online Assessment Tutorial for the associated assessment at least one time at the school before test day. The Online Assessment Tutorials are available from the NCTest Secure Web Browser, NCTEST Native Tablet App, or Chrome on Chromebooks (following required restrictions).

- Ensure all computers meet specified technical requirements listed at http://center.ncsu.edu.nct.

- Check to ensure all students who are to participate in online assessments are listed in the Enrolled Students lists NC Education.

- Schedule test administration sessions in NC Education. Test administration sessions must be scheduled at least 24 hours before the test administration date.

- Complete the Student Interface Questions (SIQ) for students requiring the following interface options or documented accommodations: Alternate Background Color, Large Font, Multiple Testing Sessions accommodation, Computer Reads Test Aloud—Student Controlled accommodation, and/or other required accommodations (i.e., accommodations other than Multiple Testing Sessions and/or Computer Reads Test Aloud—Student Controlled). Note: Online tests are available in regular or large font and in different background colors to all students; however, the North Carolina Department of Public Instruction (NCDPI) recommends these options be considered for students who routinely use similar tools (e.g., color acetate overlays, colored paper, large print text) in the classroom. In order for students to access the Computer Reads Test Aloud—Student Controlled accommodation and/or the Multiple Testing Sessions accommodations, the accommodation(s) must be entered into the students’ SIQs before test day.

Student Interface Questions (SIQ)

On days before the test administration, if designated to do so by the school test coordinator, the test administrator must review and mark the Student Interface Questions (SIQ) for students who need the following interface options or documented accommodations:
Student Interface Options:

- Alternate Background Color
- Large Font

Accommodations Required by Student:

- Multiple Testing Sessions
- Computer Reads Test Aloud—Student Controlled
- Other Required Accommodations (i.e., other accommodation(s) besides Multiple Testing Sessions and/or Computer Reads Test Aloud—Student Controlled)

Online assessments are available in regular or large font and in alternate background colors to all students; however, the North Carolina Department of Public Instruction (NCDPI) recommends these options be considered only for students who routinely use similar tools (e.g., color acetate overlays, alternate background color, large print text) in the classroom. In order for a student to access large font, an alternate background color, the Computer Reads Test Aloud—Student Controlled accommodation, and/or the Multiple Testing Sessions accommodation, the options must be entered into the student’s SIQ before test day. Test records for students marked as requiring the Computer Reads Test Aloud—Student Controlled accommodation, the Multiple Testing Sessions accommodation, or other required accommodations will not be exported to the LEA test coordinator until the test administrator completes the Accommodations Provided screen for the student. In order to edit a student’s SIQ, the user must be linked to the school with a role of teacher-school. To request to be linked to a school or district (LEA), log into NC Education. At My Home, click Request Link to School District under User Tools.

Online Assessment Tutorial

The Online Assessment Tutorial is available through the NCTest Secure Web Browser, NCTest Native Tablet App, or Chrome on Chromebook (following required restrictions).

Schools must ensure every student participating in an online assessment has completed the Online Assessment Tutorial for the associated assessment at least one time at the school before test day. Students should not complete the tutorial on the day of the test administration.

The Online Assessment Tutorial is not an assessment; it allows the user to practice navigating through the testing platform and to respond to sample test items. During the Online Assessment Tutorial, students have the opportunity to become familiar with tools, navigation, item tracking/flagging/response features, interactive items, and other test interface features.

Additionally, the Online Assessment Tutorial should be used to determine the student’s appropriate font size (i.e., regular or large) and/or alternate background color for test day. These options must be entered in the student’s interface questions (SIQ) before test day. The Online Assessment Tutorial can assist students whose Individualized Education Program (IEP) or Section 504 Plan designates the Large Print accommodation in determining if the large font will
be sufficient on test day. If the size of the large font is not sufficient for a student because of his/her disability, this accommodation may be used in conjunction with the Magnification Devices accommodation, or a Large Print Edition of the paper-and-pencil assessment may be ordered.

For best results, students should complete the Online Assessment Tutorial using computers or tablets they will use during the actual online assessment. Completing the Online Assessment Tutorial also provides a minimal test of configurations.

Schools may use one of two Online Assessment Tutorial options with students: (1) Schools may play a video that demonstrates how to use the available tools, how to navigate the system, how to respond to each item type, and how to use the end-of-test review page. Immediately following the video, students must complete a self-paced interactive set of online sample items for the appropriate assessment offered in the same environment as the assessment. The North Carolina Department of Public Instruction (NCDPI) strongly recommends schools show the appropriate video to groups of students instead of allowing each student to stream the video on a computer simultaneously. (2) Schools may use a standard script developed by the NCDPI giving guidance for using the available tools, navigating the system, responding to each item type, and using the end-of-test review page while students complete the tutorial items.

**Online Steps the Test Administrator Must Complete on Test Day**

To Complete BEFORE Students Enter the Room: The North Carolina Department of Public Instruction (NCDPI) recommends test administrators begin setting up computers and tablets (i.e., launch the NCTest Secure Screen, NCTest Native Tablet App or Chrome, select the appropriate assessment, select the student, and move to the START page) approximately 30–45 minutes before students enter the testing room.

At the same time, the test administrator must complete the following:

- Launch the NCTest Secure Screen, NCTest Native Tablet app, or Chrome on Chromebooks (following required restrictions) and click on the NCTest LOGIN button
- Choose the appropriate test type from the drop-down menu.
- Enter a user name and password and click LOGIN.
- If requested, select the appropriate assessment from the list presented on the screen.
- Select the student to be tested from the list presented on the screen.
- Ensure the computer’s screen is set to the START page with the correct student’s name and school name located near the top of the screen.
- **Do not click the START button for the student.**

As students enter the room, they must be instructed to sit down at the specific computers that display their names on the screen but not to use the computers or tablets until directed to do so by the test administrator.
To Complete AFTER Students Enter the Room: When all students are seated and before the test administration can begin, test administrators must confirm the following:

- Each student’s screen is set to the START page.
- The student’s name and school name is correctly identified on his or her computer screen.

To Complete following the Test Administration: When students complete the test, the test administrator must ensure that the students click the End Test button to close the test. Once students have clicked the End Test button, they will not be able to return to the test items. A STOP sign will appear on students’ monitors after the End Test button has been clicked and the test has been closed.

The test administrator must ensure any information from the test saved or cached on any network appliance or computer is purged or deleted immediately following the completion of the test administration session. Test security must be maintained at all times.
H. Testing Irregularities, Misadministrations, and Makeup Testing

Testing Violations and Testing Irregularities

The test administrator or proctor must report any alleged testing violation or testing irregularity to the school test coordinator on the day of the occurrence. The school test coordinator must contact the 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 local education agency [LEA] test coordinator.) The OTISS irregularity report must be submitted to the school system test coordinator within five days of the test administration. Different incidents must be documented on separate reports of testing irregularities even when the incidents occur during the same test administration in the same room. For example, if 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 on OTISS. 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:

Eligibility Issues:
- Failing to test all eligible students (State Board of Education [SBE] policy GCS-A-010)
- Administering tests to ineligible students

Accommodation Issues:
- Providing accommodations to students who are not eligible to receive them
- Failing to provide approved accommodations to the appropriate students
- Failing to follow appropriate procedures for providing testing accommodations
- Providing Test Administrator Reads Test Aloud (in English), or Computer Reads Test Aloud—Student Controlled, or Interpreter/Transliterator Signs/Cues Test accommodations during an assessment that measures reading skills (e.g., end-of-grade English language Arts/Reading, end-of-course English II)

Security Issues:
- Allowing access to the tests to school or district personnel who do not have a legitimate need
- Allowing students to review secure test materials before the test administration
- Leaving students unsupervised with access to secure test materials
- Failing to store secure test materials not stored in a secure, locked facility Failing to cover or remove those bulletin board materials, classroom displays, or reference materials

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(printed or attached) on students’ desks that provide information regarding test-taking strategies or the content being measured by the test

- Failing to return the originally distributed number of test materials (e.g., test booklets, answer sheets, assessment guides) to designated school personnel
- Reproducing secure tests in any manner or form
- Giving students instruction related to the concepts measured by the tests before the test administration or during the test administration session

**Monitoring Issues:**

- Cheating
- Failing to prevent students from gaining an unfair advantage through the use of cell phones, text messages, or other means
- Illness

**Procedural Issues:**

- Paraphrasing, omitting, revising, interpreting, explaining, or rewriting the script, directions, or test items, including answer choices (SBE policy GCS-A-010)
- Reading or tampering with (e.g., altering, changing, modifying, erasing, or scoring) student responses to the test questions by school district personnel
- Failing to administer the secure tests on the test date or during the testing window designated by the North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services/North Carolina Testing Program
- Failing to follow the test schedule procedures or makeup test schedule designated by the NCDPI Division of Accountability Services/North Carolina Testing Program
- Providing students with additional time beyond the designated maximum time specified in the assessment guide (except for students with documented special needs requiring accommodations, such as Scheduled Extended Time)

**Technical Issues:**

- Online test connectivity/technical problems
- Online test item(s) did not display properly
- Online test registration not completed appropriately

**Reporting Test Connectivity and Technical Problems in OTISS**

Schools must report all online test connectivity and technical problems that occur during the administration of online assessments. On the day of the occurrence, schools must enter into the Online Testing Irregularity Submission System (OTISS) detailed information about each incident including, but not limited to, the following:
• Test name (course or subject and grade level)
• Test form number (available at the top of the screen)
• Description of the incident
• Number of students involved
• Error message(s) (document the words verbatim)
• Specific item number(s), if applicable
• NCTest Secure Web Browser or NCTest App
• Steps taken locally to resolve the issue
• Help Desk ticket number (If the Help Desk does not provide a ticket number, the caller should request one.)
• Advice offered by the Help Desk
• Solution: whether the issue was resolved or not resolved

Testing Irregularities Submission System Checklists and Action Plan

To assist local education agencies (LEAs) in the process of collecting information and conducting a thorough investigation of alleged testing violations, copies of investigation checklists for the school test coordinator and for the local education agency (LEA) test coordinator are available in the “Miscellaneous Forms and Notices” section of this handbook and in the North Carolina Department of Public Instruction (NCDPI) Online Testing Irregularities Submission System (OTISS). The checklists provide the necessary steps and guidance for filing irregularities and completing investigative measures. Also available in OTISS is a sample copy of an action plan that may be used to address areas of concern in testing and to outline procedures for establishing corrective actions.

Misadministrations

School systems must monitor test administration procedures. According to State Board of Education policy GCS-A-001, 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 student(s) must be administered another secure form of the test (i.e., a different letter) as soon as possible following the misadministration. The local education agency (LEA)/charter school test coordinator will specify how misadministrations are to be handled at the school and will schedule dates and times for
readministering the tests in each school so that all misadministration retesting is completed within the state-designated testing windows.

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).

**Makeup Testing and Absence from Makeups**

Any student absent (i.e., not present) from the test administration must make up the test. The local education agency (LEA)/charter school test coordinator will specify how makeup tests will be handled at the school and will schedule the dates and times for completing makeup tests in each school so that all makeups are completed within the state-designated testing windows.
I. Participation in the North Carolina Testing Program

All eligible students are to participate in the North Carolina statewide testing program. State Board of Education (SBE) policy GCS-C-021 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:

- The general assessment under standard conditions (i.e., without testing accommodations)
- The general assessment with testing accommodations. (On a case-by-case basis where appropriate documentation exists, students with disabilities and students identified as LEP may receive testing accommodations. The need for accommodations must be documented in the student’s current Individualized Education Program (IEP), Section 504 Plan, or LEP documentation. The accommodations must be used routinely during the student’s instructional program and similar classroom assessments.)
- An alternate assessment (with or without accommodations). (Students with disabilities who meet specific eligibility criteria may be assessed using alternate assessments.)

Available alternate assessments include:
  - **NCEXTEND1** (Grades 3–8, 10, Grade 11)
  - College and Career Readiness Alternate Assessment (CCRAA) for Grade 10
  - College and Career Readiness Alternate Assessment (CCRAA) for Grade 11
  - Alternate ACCESS for ELLs

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 North Carolina Department of Public Instruction (NCDPI) sends a letter to the school system outlining the procedures to follow when requesting a medical exception. See the Process for Requesting Testing Exceptions Based on Significant Medical Emergencies and/or Conditions documents for additional information on requesting a medical exception.
J. Testing Calendars and Required Testing

**North Carolina Statewide Testing Calendar 2014–2015**

**Required Testing for 2014–2015**
The North Carolina Testing Program chart of required testing (includes alternate assessments) for the 2014–2015 school year may be found at [http://www.ncpublicschools.org/accountability/](http://www.ncpublicschools.org/accountability/).

**2014–2015 READY Accountability Testing Requirements for the North Carolina Testing Program**
North Carolina State Board of Education and *No Child Left Behind* (NCLB) required testing for the 2014–2015 school year are found at [http://www.dpi.state.nc.us/accountability/](http://www.dpi.state.nc.us/accountability/).

**Testing Program Overview**
A description of the tests and alternate assessments required at elementary, middle, and high schools grades 3–12 in the North Carolina Testing Program may be found at [http://www.ncpublicschools.org/accountability/](http://www.ncpublicschools.org/accountability/).
K. State Board of Education Policies and Legislative Requirements

This section contains State Board of Education (SBE) policies and other legislative requirements related to the North Carolina Testing Program.

Appropriate Use of State Tests/Testing Program Documents
- **GCS-A-004**—Policy delineating the appropriate use of state tests
- **GCS-A-009**—Policy regarding rules, guidelines, and procedures governing the NC Testing Program

Test Security
- **GCS-A-010**—Policy adopting a testing code of ethics

End-of-Course Tests
- **GCS-C-003**—Policy delineating use of end-of-course tests for accountability
- **GCS-M-001**—Policy defining “Course for Credit”

Testing Students with Limited English Proficiency
- **GCS-A-011**—Policy outlining the use of limited English proficient testing accommodations and eligibility for participation in the state-designated assessment
- **GCS-A-012**—Policy delineating the annual measurable achievement objectives for NCLB Title III requirements for students identified as limited English proficient
- **GCS-K-000 (16 NCAC 6D.0106)**—Policy establishing guidelines for Limited English Proficient Programs

Testing Students with Disabilities
- **GCS-C-021**—Policy providing annual performance standards under the READY Accountability Model

Graduation Requirements
- **GCS-N-004**—Policy delineating state graduation requirements
- **GCS-L-001**—Policy giving the local school boards of education the authority to exceed minimum graduation requirements

Academic Achievement Standards and Achievement Level Descriptors
- **GCS-C-037**—Academic achievement standards and achievement level descriptors for \textit{NCEXTENDI} alternate assessments in English Language Arts/Reading and Mathematics
at Grades 3-8; Science at Grades 5 and 8; English II, Math I and Biology at Grade 10; and Grade 11

- **GCS-C-036** — Academic achievement standards (cut scores) and achievement level descriptors for end-of-course assessments in Biology, English II, and Math I

- **GCS-C-033** — Academic achievement standards (cut scores) and achievement level descriptors for End-of-Grade Assessments in English Language Arts/Reading and Mathematics at Grades 3–8 and Science at Grades 5 and 8

- **GCS-A-013** — Policy delineating test development process for multiple-choice tests

**Other Policies Related to the North Carolina Testing Program**

- **GCS-A-001** — Policy governing test administration in the public schools

- **GCS-A-002 (16 NCAC 6D.0303)** — Policy governing the role of the testing coordinator
L. North Carolina Statewide Assessments

This section provides policy information on the following statewide assessments:

- W-APT™ and ACCESS for ELLs®
- READY End-of-Grade Tests—English Language Arts/Reading at Grades 3–8
- READY End-of-Grade Tests—Mathematics at Grades 3–8
- READY End-of-Grade Tests—Science at Grades 5 and 8
- READY End-of-Course Test—Math I
- READY End-of-Course Test—English II
- READY End-of-Course Test—Biology
- Beginning-of-Grade 3 English Language Arts/Reading Test
- North Carolina Final Exams
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 (SBE) policy GCS-A-011, to be identified as limited English proficient (LEP), students must be assessed using the state English language proficiency identification test at initial enrollment. Thereafter, all students identified as LEP 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 SBE policy GCS-C-021, all students identified as LEP 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 English language arts/reading end-of-grade assessments and the English II end-of-course assessment if the students are identified as LEP and score below Level 4.0 Expanding on the reading subtest of the W-APT 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 subtest of the W-APT shall not be included in the calculations for the READY Accountability model. 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.

Students previously identified as LEP who have exited LEP 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 LEP subgroup for AMO only if that subgroup already meets the minimum number of thirty 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. If the student scores Level 5.0 Bridging or above on the reading subtest of the W-APT/ACCESS for ELLs or exits LEP identification, the student must participate in all state tests without accommodations.

<table>
<thead>
<tr>
<th>Subtest</th>
<th>1 Entering</th>
<th>2 Emerging</th>
<th>3 Developing</th>
<th>4 Expanding</th>
<th>5 Bridging</th>
<th>6 Reaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Eligible to Receive State-Approved LEP Testing Accommodations for All State Tests</td>
<td>Must Participate in the General State Test Administration without LEP Testing Accommodations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Eligible Students

The U.S. Office for Civil Rights and 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 HLS 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 thirty calendar days of the beginning of the school year or within fourteen 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/English as a Second Language (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 limited English proficient 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 (LEP). If the student is identified as (LEP), the student is eligible to receive 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 LEP are identified using a valid and reliable assessment instrument. The North Carolina Department of Public Instruction (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:

- Once the student enrolls, the school system has thirty calendar days at the beginning of the school year or fourteen 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.

- Schools must follow best practice and educational judgment when determining whether to administer the ACCESS to students who have significant cognitive disabilities. Schools must administer all subtests that can be administered and follow all directions. If a subtest cannot be administered, schools must 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.

- 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 Individualized Education Program (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 LEP 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 thirty 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 thirty days of enrollment at the beginning of the school year or fourteen calendar days if the student enrolls after the beginning of the school year. Annual ACCESS testing for students identified as limited English proficient must occur during the state-designated testing window.

The North Carolina Department of Public Instruction (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 accountability purposes.

**Testing Accommodations for Students with Disabilities**

On a case-by-case basis where appropriate documentation exists, limited English proficient (LEP) 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 Individualized Education Program (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 [http://www.ncpublicschools.org/accountability/educators/tswd](http://www.ncpublicschools.org/accountability/educators/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 ELL.
English Language Arts/Reading and Mathematics Grades 3–8 and Science Grades 5 and 8

Eligible Students

**English Language Arts/Reading and Mathematics:** All students in membership at grades 3–8 (according to PowerSchool), including students who have been retained at grades 3–8, are expected to participate with or without accommodations in the standard administration of the READY end-of-grade (EOG) tests in English language arts/reading and mathematics.

**Science:** All students in membership at grades 5 and 8 (according to PowerSchool), 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 READY EOG Test of Science.

The only exceptions are as follows:

- Students with disabilities who, according to Individualized Education Program (IEP) documentation, participate in the *NCextend1* alternate assessment in accordance with state policies.
- Students identified as limited English proficient (LEP) who score below Level 4.0 Expanding on the reading subtest of the WIDA ACCESS Placement Test (W-APTM) and are in their first year in U.S. schools are not required to be assessed on the English language arts/reading EOG test (GCS-C-021); however, they are required to participate in the administration of the mathematics assessment at grades 3–8 and the administration of the science assessment at grades 5 and 8.
- 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, who are 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 refer to 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 as fourth-graders according to PowerSchool) is not permitted.

Testing Window

School systems shall direct schools to administer the first administration of the end-of-grade tests during the last ten 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 ten days of the adjusted school year. Any student absent from the test administration must make up the
test. The local education agency (LEA) test coordinator will specify how makeup tests are
to be handled at the school and will schedule dates and times for completing makeup tests
in each school so that all makeups are completed within the ten-day testing window.

**Testing Schedule for Paper-and-Pencil End-of-Grade Tests**

All end-of-grade (EOG) English language arts (ELA)/reading, mathematics, and
science tests are available in paper-and-pencil format. The EOG grade 7
ELA/reading and mathematics assessments and the grades 5 and 8 science
assessments are available online. The testing schedule for EOG paper-and pencil
assessments is listed below. The testing schedule for EOG online assessments is
found in Section G of this guide.

- For best practices, the North Carolina Testing program strongly recommends schools
  schedule each EOG test within the same 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.

- The EOG tests should be administered as early in the school day as the school schedule
  permits.

- 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.
  - Students who are provided the Scheduled Extended Time accommodation may not
    begin the test administration sooner than the school’s schedule for the regular test
    administration.
  - Multiple Testing Sessions must begin on the same day as the general test
    administration but may continue beyond the school’s schedule for the regular test
    administration if the Individualized Education Program (IEP) or Section 504 Plan
    designates the sessions are to stretch across multiple days.

- Schools may elect to administer two EOGs in one day.

- For schools that elect to administer one EOG in one day, the testing of ELA/reading
  and mathematics must occur on consecutive school days.

- The administration of the EOG science test at grades 5 and 8 does not have to occur on
  consecutive school days with the English language arts/reading and mathematics tests.

- Students at different grade levels cannot be administered tests in the same classroom.

- The student information must be precoded by the Regional Accountability Coordinator,
  local education agency (LEA) test coordinator, the school test coordinator, or the
  principal’s designee before the administration of an EOG test. Students should not code
  the student information on SIDE 1 of their answer sheets before testing.
- The mathematics tests at grades 3–8 must be administered in one day. (Except for those involving students with documented special needs requiring accommodations, such as *Multiple Testing Sessions*.)

- For EOG mathematics tests at grades 3–8, the calculator inactive part of the test must be administered before the calculator active part of the test.

  *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 ELA/reading test at grades 3–8 must be administered in one day. (Except for those involving students with documented special needs requiring accommodations, such as *Multiple Testing Sessions*.)

- The EOG science tests at grades 5 and 8 must be administered in one day. (Except for those involving students with documented special needs requiring accommodations, such as *Multiple Testing Sessions*.)

- The North Carolina Department of Public Instruction requires all students be allowed ample opportunity to complete the EOG tests at grades 3–8. However, no EOG 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 EOG 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.
<table>
<thead>
<tr>
<th>Accommodations</th>
<th>Students with Disabilities/ Section 504</th>
<th>Students Identified as Limited English Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Technology Devices</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Braille Edition</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Braille Writer/Slate and Stylus (Braille Paper)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Cranmer Abacus</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Dictation to a Scribe</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Word-to-Word Bilingual (English Native Language) Dictionary/Electronic Translator</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Interpreter/Transliterator Signs/Cues Test</td>
<td>No—ELA/Reading</td>
<td>No—ELA/Reading</td>
</tr>
<tr>
<td></td>
<td>Yes—Math</td>
<td>Yes—Math</td>
</tr>
<tr>
<td></td>
<td>Yes—Science</td>
<td>No—ELA/Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes—Science</td>
</tr>
<tr>
<td>Student Reads Test Aloud to Self</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Computer Reads Test Aloud—Student Controlled</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Test Administrator Reads Test Aloud (in English)^2</td>
<td>No—ELA/Reading</td>
<td>No—ELA/Reading</td>
</tr>
<tr>
<td></td>
<td>Yes—Math</td>
<td>Yes—Math</td>
</tr>
<tr>
<td></td>
<td>Yes—Science</td>
<td>No—ELA/Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes—Science</td>
</tr>
<tr>
<td>Keyboarding Device</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Large Print Edition^4</td>
<td>Yes—ELA/Reading</td>
<td>No—Science</td>
</tr>
<tr>
<td></td>
<td>Yes—Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes—Science (paper/pencil)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No—Science (online)</td>
<td></td>
</tr>
<tr>
<td>Magnification Devices</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Multiple Testing Sessions</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>One Test Item Per Page^5</td>
<td>Yes—ELA/Reading</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Yes—Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes—Science (paper/pencil)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No—Science (online)</td>
<td></td>
</tr>
<tr>
<td>Scheduled Extended Time</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Marks Answers in Test Book</td>
<td>Yes—ELA/Reading</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Yes—Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes—Science (paper/pencil)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No—Science (online)</td>
<td></td>
</tr>
<tr>
<td>Testing in a Separate Room</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

^1 To ensure valid test results, school system personnel must participate in training sessions before the test administration(s) to be made aware of any restrictions affecting appropriate use of testing accommodations.
Reading aloud or signing/cueing the selections, sample questions, test questions, and/or answer choices from the English language arts (ELA)/reading test invalidates test results because the test measures reading skills. However, the student directions in the assessment guide must be read aloud or signed/cued to students during the ELA test. For paper-and-pencil EOG mathematics and EOG science administrations, the testing session (i.e., small group) must use one test form (i.e., the 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. This pertains only to paper-and-pencil tests, as the online test forms are selected randomly for each student.

The Computer Reads Test Aloud—Student Controlled accommodation is limited in the functionality of what text on the screen is read. This option is not designed to read all parts of the computer screen. Audio files are only available for item stems and answer choices. There are no audio files within the test environment for graphics, graphs, or tables within a test item, or application content, menus, embedded tools (e.g., Reset, Flag), error messages, warning/reminder messages, or section summaries. If a student requires any of these components to be read aloud, it may be appropriate for the student to receive a combination of both the Test Administrator Reads Test Aloud and Computer Reads Test Aloud—Student Controlled accommodations. 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.

The Large Print Edition accommodation is not an applicable accommodation for online tests because font size can be designated as large font for any student in the Student Interface Questions (SIQ) before the day of the test administration. If the size of the large font is not sufficient for the student because of his/her disability, this accommodation may be used in conjunction with the Magnification Devices accommodation, or a Large Print Edition of the paper-and-pencil assessment may be ordered.

The One Test Item Per Page accommodation is not an applicable accommodation for the online tests because all tests are presented one test item at a time.

Note: For additional information on testing accommodations for students with disabilities, refer to the publications and any published supplements or updates. These publications are available through the local school system or at http://www.dpi.state.nc.us/accountability/policies/tswd/. For additional information on accommodations and guidelines for testing students identified as limited English proficient, refer to the Guidelines for Testing Students Identified as Limited English Proficient document and any published supplements or updates. These publications are available at www.ncpublicschools.org/accountability/policies/slep/ or through the local school system.
Eligible Students

According to State Board of Education policy GCS-C-003, students who are enrolled for credit in courses in which end-of-course (EOC) assessments are required shall take the appropriate EOC assessment at the completion of the course. Public schools shall use results from all operational EOC assessments as at least twenty percent (20%) of the student's final grade for each respective course with the exception of students following the Occupational Course of Study.

Students may drop a course with an EOC assessment within the first 10 days of enrollment in a semester/4x4 course or within the first 20 days of enrollment in a traditional yearlong course. Students who are enrolled for credit after the 10/20 days, regardless of course delivery (e.g., traditional classroom, NC Virtual Public School, vendor-based online), must participate in the appropriate EOC assessment (i.e., READY EOC general assessment with or without accommodations). Each student must take the appropriate EOC assessment the first time the student takes the course even if the course is an Advanced Placement (AP) course. Students who are exempt from final exams by local board of education policy must not be exempt from EOC assessments. Students, who are identified as failing a course for which an EOC assessment is required, must take the appropriate EOC assessment.

Students Identified as Limited English Proficient (LEP) First Year Exempt. Students identified as LEP who score below Level 4.0 Expanding on the reading subtest of the WIDA ACCESS Placement Test (W-APTTM) and are in their first year in U.S. schools are not eligible to be assessed on the READY EOC English II assessment. These students are required to participate in the administration of the Math I and Biology EOC assessments if enrolled in courses that require the administration of the assessment. EOC scores (i.e., Math I and Biology) obtained by these students will not be used in status, growth, or progress calculations for accountability purposes.

Students Enrolled for Credit in Courses in which EOC Assessments Are Required and Have a Proficient EOC Test Score. Students enrolled in courses that require the administration of the EOC assessment and who have obtained a proficient score previously on the EOC tests may use the proficient EOC score as at least 20% of their final grade, or they may elect to take the appropriate NC READY EOC assessment at the completion of the course. Students following the Occupational Course of Study are not required to use the EOC test score as at least 20% of the final grade.

Students Enrolled for Credit in Courses in which EOC Assessments Are Required and Do Not Have a Proficient EOC Test Score. Students enrolled in courses that require the administration of the EOC assessment who have not obtained a proficient score on the EOC assessment before 2014–15 must take the appropriate NC READY EOC assessment at the completion of the course. The score must be used as at least 20% of the student’s final grade with the exception of students following the Occupational Course of Study.

* Effective with the 2013–14 school year, proficient is defined as a score of Level 3, 4, or 5. Additional information on current achievement levels can be found at [http://www.dpi.state.nc.us/accountability/policies/briefs/](http://www.dpi.state.nc.us/accountability/policies/briefs/)
Advanced Placement (AP) Biology, Biology II, and CCP-General Biology II Courses. Students enrolled in AP Biology, Biology II, and CCP-General Biology II courses must be administered the appropriate EOC assessment at the completion of the course with the exception of students who have (1) previously obtained a test score from the EOC assessment or (2) transferred from out-of-state or from a nonpublic school and whose principal authorized course credit as having participated in the assessment by recording the appropriate reason code in PowerSchool. Students meeting these exceptions are not eligible to take the EOC assessment.

Refer to the chart below for a list of course codes that require the administration of the appropriate end-of-course assessment at the completion of the course during the 2014–15 school year.

<table>
<thead>
<tr>
<th>Course Code (first 4 characters)</th>
<th>Course Name</th>
<th>Required EOC Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1022</td>
<td>English II</td>
<td>English II</td>
</tr>
<tr>
<td>9211</td>
<td>English II</td>
<td>English II</td>
</tr>
<tr>
<td>2103</td>
<td>Math I</td>
<td>Math I</td>
</tr>
<tr>
<td>9221</td>
<td>Math I</td>
<td>Math I</td>
</tr>
<tr>
<td>3012</td>
<td>CCP-General Biology II</td>
<td>Biology</td>
</tr>
<tr>
<td>3100</td>
<td>AP Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>3320</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>3321</td>
<td>Biology II</td>
<td>Biology</td>
</tr>
<tr>
<td>9232</td>
<td>Biology</td>
<td>Biology</td>
</tr>
</tbody>
</table>

* These course codes are designated for students with disabilities enrolled in the Occupational Course of Study.

Testing Window

Test administrators must administer the secure NCDPI-designated form(s) of the end-of-course (EOC) assessment during the last five days (4x4/semester courses/summer school) or the last ten days (traditional yearlong schedule) of the instructional period. 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 five days (4x4/semester) or last ten days (yearlong) of the adjusted school year. Any student absent (i.e., not present) from the test administration must make up the test. The local education agency (LEA) test coordinator will specify how makeup tests are to be handled at the school and will schedule dates and times for completing makeup tests in each school so that all makeups are completed within the five- (semester) or ten-day (yearlong) testing window.
Testing Schedule for Paper-and-Pencil End-of-Course (EOC) Tests

The EOC Biology, English II, and Math I assessments are available in online or paper-and-pencil format; however, online testing is strongly encouraged. The testing schedule for EOC paper-and-pencil assessments is listed below. The testing schedule for EOC online assessments is found in Section G of this guide.

- The EOC tests should be administered as early in the school day as the school schedule permits.
- Students who are provided the Scheduled Extended Time accommodation may not begin the test administration sooner than the school’s schedule for the regular test administration.
- Multiple testing sessions must begin on the same day as the general test administration but may continue beyond the school’s schedule for the regular test administration if the Individualized Education Program (IEP) designates the sessions are to stretch across multiple days.
- Students in different courses requiring an EOC assessment cannot be administered tests in the same classroom.
- The student information must be precoded by the Regional Accountability Coordinator, LEA test coordinator, the school test coordinator, or the principal’s designee before the administration of an EOC test. Students should not code the student information on SIDE 1 of their answer sheets before testing.
- For Math I, the calculator inactive part of the test must be administered before the calculator active part of the test.
- The North Carolina Department of Public Instruction requires all students be allowed ample opportunity to complete the EOC tests. At the school level, provisions must be made for students who will need time beyond that scheduled to complete the tests.
- Schools may elect to administer two EOCs in one day.
- For best practices, the North Carolina Testing program strongly recommends schools schedule each EOC test within the same day so that 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 to travel home at their regularly scheduled time.

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.
## Testing Accommodations for End-of-Course Biology, English II, and Math I Tests Only

<table>
<thead>
<tr>
<th>Testing Accommodation</th>
<th>Students with Disabilities/Section 504</th>
<th>Students Identified as Limited English Proficient (LEP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Technology Devices</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Braille Edition</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Braille Writer/Slate and Stylus (Braille Paper)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Cranmer Abacus</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Dictation to a Scribe</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Word-to-Word Bilingual (English/Native Language) Dictionary/ Electronic Translator</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Interpreter/Transliterator Signs/Cues Test</td>
<td>No for English II&lt;sup&gt;2&lt;/sup&gt;</td>
<td>No&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Yes for Biology, Math I</td>
<td></td>
</tr>
<tr>
<td>Student Reads Test Aloud to Self</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Computer Reads Test Aloud—Student Controlled (Online EOC Tests Only)</td>
<td>No for English II&lt;sup&gt;2&lt;/sup&gt;</td>
<td>No for English II&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Yes for Biology, Math I</td>
<td>Yes for Biology, Math I&lt;sup&gt;3&lt;/sup&gt;</td>
</tr>
<tr>
<td>Test Administrator Reads Test Aloud (in English)</td>
<td>No for English II&lt;sup&gt;2&lt;/sup&gt;</td>
<td>No for English II&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Yes for Biology, Math I</td>
<td>Yes for Biology, Math I&lt;sup&gt;3&lt;/sup&gt;</td>
</tr>
<tr>
<td>Large Print Edition</td>
<td>No for Online EOCs&lt;sup&gt;4&lt;/sup&gt;</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Yes for Paper/Pencil EOCs</td>
<td></td>
</tr>
<tr>
<td>Magnification Devices</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Multiple Testing Sessions</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>One Test Item Per Page Edition</td>
<td>No for Online EOCs&lt;sup&gt;5&lt;/sup&gt;</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Yes for Paper/Pencil EOCs</td>
<td></td>
</tr>
<tr>
<td>Scheduled Extended Time</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Marks Answers in Test Book</td>
<td>No for Online EOCs</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Yes for Paper/Pencil EOCs</td>
<td></td>
</tr>
<tr>
<td>Testing in a Separate Room</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<sup>1</sup>All end-of-course (EOC) tests are available in online and paper-and-pencil format; however, online testing is strongly encouraged. 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 testing accommodations.

<sup>2</sup>Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the English II test invalidates test results because the test measures reading skills. However, the student directions in the assessment guide must be read aloud or signed/cued to students during the English II test administration. For paper-and-pencil administrations, the testing session (i.e., small group) must use one test form (i.e., the 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. This pertains only to paper-and-pencil tests, as the online test forms are selected randomly for each student.
3 The **Computer Read Test Aloud—Student Controlled** accommodation is limited in the functionality of what text on the screen is read. This option is **not** designed to read all parts of the computer screen. Audio files are only available for item stems and answer choices. There are no audio files within the test environment for graphics, graphs, or tables within a test item, or application content, menus, embedded tools (e.g., Reset, Flag), error messages, warning/reminder messages, or section summaries. If a student requires any of these components to be read aloud, it may be appropriate for the student to receive a combination of both the **Test Administrator Reads Test Aloud** and **Computer Reads Test Aloud—Student Controlled** accommodations. 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.

4 The **Large Print Edition** accommodation is not an applicable accommodation for online tests because font size can be designated as large font for any student in the Student Interface Questions (SIQ) before the day of the test administration. If the size of the large font is not sufficient for the student because of his/her disability, this accommodation may be used in conjunction with the **Magnification Devices** accommodation, or a **Large Print Edition** of the paper-and-pencil assessment may be ordered.

5 The **One Test Item Per Page Edition** accommodation is not an applicable accommodation for online tests because all tests are presented one test item at a time.

**Note:** For additional information on testing accommodations for students with disabilities, refer to the **Testing Students with Disabilities** document and any published supplements or updates. 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.

**Use of Test Scores**

According to State Board of Education (SBE) policy GCS-C-003, the local education agency (LEA) shall include each student’s end-of-course (EOC) 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 EOC assessments as at least 20% of the student’s final grade for each respective course.

According to SBE policy **GCS-C-020**, student scores from the Math I, English II, and Biology EOC assessments are used in the state accountability calculations.

At the federal level, Math I, English II, and Biology are used for meeting the **No Child Left Behind Act of 2001** (NCLB) high school testing requirements.

**Note:** Students in elementary school (i.e., grades K–5) are rarely enrolled in courses requiring an EOC assessment. When this does occur, students must be assessed. These scores (when applicable) must be used to calculate course grades and recorded in PowerSchool for historical purposes.
Beginning-of-Grade 3 English Language Arts/Reading Test

Purposes of the Test
Article 8 of Chapter 115 C of the General Statutes includes Part 1A, the North Carolina Read to Achieve Program. The goal of this program “is to ensure that every student read at or above grade level by the end of third grade and continue to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career success.” The North Carolina Beginning-of-Grade 3 (BOG3) English Language Arts/Reading Test is linked to the Read to Achieve Program. This test serves three purposes:

- The BOG3 establish a baseline measure of beginning third-grade students’ English Language Arts/Reading skills.
- Based on demonstrated student outcomes in reading proficiency, the BOG3 serves as a teacher growth tool for determining if teachers are well suited to teach reading camps as described in G.S. §115C-83.1C.
- Students who score achievement Level 3 or higher on the BOG3 demonstrate reading proficiency appropriate for third-grade students, which satisfies the requirements of the Read to Achieve legislation.

Eligible Students
All students in membership at grade 3 (according to PowerSchool) are expected to participate with or without accommodations in the administration of the North Carolina Beginning-of-Grade 3 English Language Arts/Reading Test. The only exceptions are as follows:

- Students with disabilities who, according to Individualized Education Program (IEP) documentation, are instructed on the Extended Content Standards.
- Students identified as limited English proficient (LEP) who score below Level 4.0 expanding on the reading subtest of the WIDA ACCESS Placement Test (W-APTTM) and are in their first year in U.S. schools.
- In rare cases, students deemed medically fragile who, because of a significant medical emergency and/or condition, are unable to participate in the test administration, are 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.)

Testing Window
Administration of the Beginning-of-Grade 3 English Language Arts/Reading Test must occur between the 11th and the 15th day of the school year.

Testing Schedule
The testing schedule for the Beginning-of-Grade 3 (BOG3) English Language Arts/Reading Test is as follows:
• The test must be administered in one day (except for administrations involving students with documented special needs requiring accommodations, such as *Multiple Testing Sessions*).

• All students at grade 3 within a school must be administered the test at the same time on the same day.

• *Multiple Testing Sessions* must begin on the same day as the general test administration but may continue beyond the school’s testing schedule for the regular test administration if the Individualized Education program (IEP), Section 504 Plan, or limited English proficiency (LEP) plan designates the sessions are to stretch across multiple days.

• Students who are provided the *Scheduled Extended Time* accommodation may not begin testing sooner than the school’s schedule for the general test administration.

• The test should be administered as early in the school day as the school schedule permits.

• No BOG3 administration (except those involving students with documented special needs requiring accommodations, such as *Scheduled Extended Time*) may exceed the maximum testing time allowed.

**Test Administration Times and Number of Items**

Refer to the following chart for the estimated test administration times, the maximum time allowed, and the number of test items.

<table>
<thead>
<tr>
<th>Beginning-of-Grade 3 Test</th>
<th>Estimated Time (Minutes)</th>
<th>Maximum Time Allowed</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts/Reading</td>
<td>90</td>
<td>180</td>
<td>42</td>
</tr>
<tr>
<td>2 Three-Minute Breaks</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Instructions</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>108</strong></td>
<td><strong>180</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>
North Carolina Final Exams

Purpose of the Test
The North Carolina Final Exams (NCFEs) are used to assess educators’ performance in relation to Standard 6 of the North Carolina Teacher Evaluation Process and Standard 8 of the School Executive Evaluation Process (State Board policy GCS-A-016). Both the teacher and the school executive evaluation processes include a student-growth component. Standard 6 focuses on the amount of growth students achieve as the result of a teacher’s instruction. Standard 8 focuses on the amount of growth students achieve as the result of their instruction in a school.

Eligible Students
Per State Board of Education policy GCS-A-016, all eligible students shall participate in the administration of the North Carolina Final Exams (NCFEs) (standard administrations with or without accommodations). Regardless of the grade level in which the course is offered, students enrolled in courses in which NCFEs are required shall take the appropriate assessment at the completion of the course. Exceptions to this rule include the following:

- This requirement does not apply to students for Science NCFEs at grades 4, 6, and 7 whose teachers have their test scores for the same year from the end-of-grade (EOG) tests of English language arts/reading and/or mathematics and/or the social studies NCFEs. The decision must be applied consistently to all schools within a district so that teachers in like categories have the same measures.
- This requirement does not apply to students for social studies NCFEs at grades 4, 5, 6, 7 and 8 whose teachers have their test scores for the same year from the EOG tests of English language arts/reading, mathematics, and/or science NCFEs. The decision must be applied consistently to all schools within a district so that teachers in like categories have the same measures.

School Systems may, however, elect to administer the science and social studies NCFEs even if teachers have English language arts/reading, mathematics, science, or social studies scores.

Public school students who are exempt from final exams by local board of education policy shall not be exempt from the NCFEs. Public school students who are identified as failing a course/grade/subject for which an NCFE is required shall take the appropriate NCFE. Public schools shall use the course-specific operational NCFE as the only final exam for the course.

Test Results and Students’ Final Grades
State Board of Education policy GCS-A-016 requires public schools to use results from all course-specific operational NCFEs as a minimum of twenty percent (20%) of the student's final grade for each respective course. This requirement does not apply to end-of-year NCFEs in grades 3–8. Public schools may, however, adopt policies to use results from end-of-year NCFEs in grades 3–8 elementary and middle school as part of the student’s final grade.
# 2014–15 North Carolina Final Exams

<table>
<thead>
<tr>
<th>Course Name</th>
<th>NC Final Exam Required (Cover Title)</th>
<th>Constructed Response (CR) Items</th>
<th>Format Offered Fall 2014¹</th>
<th>Format Offered Spring 2015¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>English Language Arts I</td>
<td></td>
<td>P/P</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>English III</td>
<td>English Language Arts III</td>
<td>2</td>
<td>P/P / Online</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>English IV</td>
<td>English Language Arts IV</td>
<td></td>
<td>P/P</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>4th Grade Social Studies²</td>
<td>Grade 4 Social Studies</td>
<td></td>
<td></td>
<td>P/P / Online</td>
</tr>
<tr>
<td>5th Grade Social Studies²</td>
<td>Grade 5 Social Studies</td>
<td></td>
<td></td>
<td>P/P / Online</td>
</tr>
<tr>
<td>6th Grade Social Studies</td>
<td>Grade 6 Social Studies</td>
<td></td>
<td></td>
<td>P/P / Online</td>
</tr>
<tr>
<td>7th Grade Social Studies</td>
<td>Grade 7 Social Studies</td>
<td></td>
<td></td>
<td>P/P / Online</td>
</tr>
<tr>
<td>8th Grade Social Studies</td>
<td>Grade 8 Social Studies</td>
<td>2</td>
<td>P/P / Online</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>Civics and Economics</td>
<td>Civics and Economics</td>
<td>2</td>
<td>P/P / Online</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>United States History</td>
<td>U.S. History</td>
<td></td>
<td>P/P</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>World History</td>
<td>World History</td>
<td>2</td>
<td>P/P / Online</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>American History I: The Founding Principles</td>
<td>American History I</td>
<td>2</td>
<td>P/P</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>American History II</td>
<td>American History II</td>
<td>2</td>
<td>P/P</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>4th Grade Science²</td>
<td>Grade 4 Science</td>
<td></td>
<td>P/P</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>6th Grade Science</td>
<td>Grade 6 Science</td>
<td></td>
<td>P/P / Online</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>7th Grade Science</td>
<td>Grade 7 Science</td>
<td></td>
<td>P/P / Online</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>Physical Science</td>
<td>Physical Science</td>
<td></td>
<td>P/P / Online</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry</td>
<td></td>
<td>P/P</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics</td>
<td></td>
<td>P/P</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>Earth/Environmental Science</td>
<td>Earth/Environmental Science</td>
<td></td>
<td>P/P / Online</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>Geometry</td>
<td>Geometry</td>
<td></td>
<td>P/P</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>Math II</td>
<td>Math II</td>
<td></td>
<td>P/P / Online</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>Algebra II</td>
<td>Algebra II</td>
<td></td>
<td>P/P</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>Math III</td>
<td>Math III</td>
<td></td>
<td>P/P / Online</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>Integrated Mathematics III</td>
<td>Integrated Math III</td>
<td></td>
<td>P/P</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>Advanced Functions and Modeling</td>
<td>Advanced Functions and Modeling</td>
<td></td>
<td>P/P</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>Discrete Mathematics</td>
<td>Discrete Mathematics</td>
<td></td>
<td>P/P</td>
<td>P/P / Online</td>
</tr>
<tr>
<td>Precalculus</td>
<td>Precalculus</td>
<td></td>
<td>P/P</td>
<td>P/P / Online</td>
</tr>
</tbody>
</table>

¹Local educational agencies (LEAs)/charter schools have the option of administering in the online or paper-and-pencil (P/P) format; however, online testing is strongly encouraged.

²This exam is only administered in spring 2015.
Testing Window
Test administrators must administer the NC Final Exams during the last five days (4x4/semester courses) or the last ten days (traditional yearlong schedule) of the instructional period (State Board policy GCS-A-016). 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 five days (4x4/semester) or last ten days (yearlong) of the adjusted school year.

Accommodations
Students with disabilities, including students only receiving services under Section 504, may receive testing accommodations for the NC Final Exams (NCFEs). Students identified as limited English proficient may also receive testing accommodations. The need for accommodations for students with disabilities and students identified as limited English proficient must be documented and copies of this documentation must be kept at the school and made available to test coordinators. The accommodations must be used routinely during the student’s instructional program and similar classroom assessments.

Note: Alternate assessments are not available for the NCFEs.
## Testing Accommodations for the NC Final Exams (NCFEs)

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>Students with Disabilities/Section 504</th>
<th>Students Identified as Limited English Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Technology Devices</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Braille Edition</td>
<td>Yes</td>
<td>No</td>
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<td>Braille Writer/Slate and Stylus (Braille Paper)</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Cranmer Abacus</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Dictation to a Scribe</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (LEP only)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Interpreter/Transliterator Signs/Cues Test</td>
<td>No for English I, III, IV(^2)</td>
<td>No(^2)</td>
</tr>
<tr>
<td></td>
<td>Yes for all other NCFEs</td>
<td></td>
</tr>
<tr>
<td>Student Reads Test Aloud to Self(^1)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Computer Reads Test Aloud—Student Controlled (Online NCFEs Only)</td>
<td>No for English I, III, IV(^2)</td>
<td>Yes for all other NCFEs (^3)</td>
</tr>
<tr>
<td></td>
<td>Yes for all other NCFEs</td>
<td></td>
</tr>
<tr>
<td>Test Administrator Reads Test Aloud (in English)(^3)</td>
<td>No for English I, III, IV(^2)</td>
<td>No for English I, III, IV(^2)</td>
</tr>
<tr>
<td></td>
<td>Yes for all other NCFEs</td>
<td>Yes for all other NCFEs</td>
</tr>
<tr>
<td>Large Print Edition</td>
<td>No for Online NCFEs(^4)</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Yes for Paper/Pencil NCFEs</td>
<td></td>
</tr>
<tr>
<td>Magnification Devices</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Multiple Testing Sessions</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>One Test Item Per Page Edition</td>
<td>No for Online NCFEs(^5)</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Yes for Paper/Pencil NCFEs</td>
<td></td>
</tr>
<tr>
<td>Scheduled Extended Time</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Marks Answers in Test Book</td>
<td>No for Online NCFWs</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Yes for Paper/Pencil NCFEs</td>
<td></td>
</tr>
<tr>
<td>Testing in a Separate Room</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

\(^1\)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.

\(^2\)Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the English I, III, and IV assessments invalidates test results because the tests measures reading skills. However, the student directions in the assessment guide must be read aloud or signed/cued to students during the English test administrations. For paper-and-pencil administrations, the testing session (i.e., small group) must use one test form (i.e., the same form number) for these accommodations at one testing site (i.e., classroom); a different form number must be used for each of these sessions within a school. This pertains only to paper-and-pencil tests, as the online test forms are selected randomly for each student.

\(^3\)The Computer Read Test Aloud—Student Controlled accommodation is limited in the functionality of what text on the screen is read. This option is not designed to read all parts of the
computer screen. Audio files are only available for item stems and answer choices. There are no audio files within the test environment for graphics, graphs, or tables within a test item, or application content, menus, embedded tools (e.g., Reset, Flag), error messages, warning/reminder messages, or section summaries. If a student requires any of these components to be read aloud, it may be appropriate for the student to receive a combination of both the Test Administrator Reads Test Aloud and Computer Reads Test Aloud—Student Controlled accommodations. 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.

4The Large Print Edition accommodation is not an applicable accommodation for online tests because font size can be designated as large font for any student in the Student Interface Questions (SIQ) before the day of the test administration. If the size of the large font is not sufficient for the student because of his/her disability, this accommodation may be used in conjunction with the Magnification Devices accommodation, or a Large Print Edition of the paper-and-pencil assessment may be ordered.

5The One Test Item Per Page Edition accommodation is not an applicable accommodation for online tests because all tests are presented one test item at a time.
M. North Carolina Alternate Assessments

North Carolina Alternate Assessments
This section contains information on the North Carolina Alternate Assessments.

- **NCEXTEND1**
  - Grades 3–8 and 10
    - English/Language Arts/Reading
    - Mathematics
  - Grades 5, 8, and 10
    - Science
  - Grades 11

- College and Career Readiness Alternate Assessment (CCRAA) Grade 10 and Grade 11
- Alternate Access for ELLs
**Students with Only Section 504 Plans**

Students with only Section 504 Plans are not eligible for participation in any of North Carolina's alternate assessments.

Students with Section 504 Plans who do not have a current Individualized Education Program (IEP) and who participate in one or more alternate assessments will have their scores invalidated and removed from the end-of-year READY accountability database.

There are no exceptions to this policy except for those conditions listed under specific alternate assessments, as applicable.

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.
**NCEXTEND1**
Grades 3–8, 10, and 11

*NCEXTEND1* Alternate Assessment Design

The *NCEXTEND1* assessments of English Language Arts/Reading and Mathematics at grades 3–8; Science at grades 5 and 8; English II, Math I, and Biology at grade 10; and Grade 11 are designed for students who have a severe intellectual disability. They are not designed for students who have a specific learning disability. The assessment process requires students to complete grade-level, performance based, multiple-choice items. The *NCEXTEND1* alternate assessment items measure content standards specified in the North Carolina Extended Content Standards. Each assessment is comprised of 15 items. Students are provided up to two opportunities to respond to each item, and items are scored on a 0–2 point scale.

Eligible Students

State Board of Education policy **GCS-C-021** states that “all students with disabilities who are included in membership, including those with Individualized Education Programs (IEPs) and those identified under Section 504 of the Rehabilitation Act of 1973, shall participate in the state assessment program using one of the following assessments as appropriate and as determined by the student’s IEP or Section 504 Plan:

- The standard test administration with or without accommodations, or
- An alternate assessment with or without accommodations, if eligible.”

To determine participation in the *NCEXTEND1* alternate assessments, the following eligibility requirements must be met:

- The student must have a current Individualized Education Plan (IEP).
- The student is enrolled in grades 3–8, 10, or 11 according to PowerSchool. **Note:** Only those students enrolled in eleventh grade for the first time are required to take the *NCEXTEND1* alternate assessment at grade 11.
- The student is instructed in the North Carolina Extended Content Standards in all assessed content areas.
- The student has a significant cognitive disability (i.e., exhibits severe and pervasive delays in all areas of conceptual, linguistic, and academic development and also in adaptive behavior areas, such as communication, daily living skills, and self-care).

The vast majority of students with disabilities do not have a significant cognitive disability. The *NCEXTEND1* is not appropriate for the following students:

- Students who are being instructed in any or all of the general grade-/course-level content standards of the North Carolina Standard Course of Study.
• Students who demonstrate delays only in academic achievement
• Students who demonstrate delays owing primarily to behavioral issues
• Students who demonstrate delays only in selected areas of academic achievement
• Students pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study).

Note: Students who meet the NCEXTEND1 eligibility requirements and are also identified as limited English proficient (LEP) are exempt from the reading tests if they score below Level 4.0 Expanding on the reading subtest of the WIDA ACCESS Placement Test (W-APTTM) and are in their first year in U.S. schools. These students, however, are required to participate in the administration of the math and science assessments.

In rare cases, a medical exception may be requested for medically fragile students who are unable to participate in the test administration because of a significant medical emergency and/or condition. All medical exceptions must be approved by the Division of Accountability Services/North Carolina Testing Program.

Assessment Dates

The testing window for the NCEXTEND1 at Grade 11 is March 3–17, 2015.

The testing window for all other NCEXTEND1 alternate Assessments is the final ten instructional days of the school year. Per G.S. §115C-174.12(a)(4), “exceptions shall be permitted to accommodate a student’s Individualized Education Program (IRP) and Section 504 Plans.”

Estimated Time for Test Administration

The NCEXTEND1 alternate assessments are administered individually to each student. The time required by a student to complete the assessment will be unique to each student, depending on the student’s ability to maintain focus, his or her medical condition, and/or fatigue factor(s).

The NCEXTEND1 alternate assessments 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 Individualized Education Program (IEP) so appropriate planning and scheduling can take place before testing. Multiple Testing Sessions is most appropriately used when a student is purposefully scheduled to take the assessment in specifically timed increments (e.g., three items a day over five days, 15-minute testing sessions, etc.). Otherwise, built-in breaks identified in the assessment design are most appropriate. The test design for the NCEXTEND1 alternate assessments allows breaks to be taken at any time during testing if the need arises, regardless of documentation in the student’s IEP. The assessor must use professional judgment to determine when a break is needed and what an appropriate length of time is for a student’s test administration.
College and Career Readiness Alternate Assessments
Grades 10 and 11

Purpose of the North Carolina College and Career Readiness Alternate Assessments at Grades 10 and 11
The North Carolina College and Career Readiness Alternate Assessments (CCRAAs) at Grades 10 and 11 are assessments designed in response to House Bill 587 passed by the North Carolina General Assembly in the 2013 Session. House Bill 587 requires the administration of an alternate to The ACT® and to the ACT Plan for students who exhibit severe and pervasive delays in all areas of conceptual, linguistic, and academic development as well as in adaptive behaviors, including communication, daily living skills, and self-care, and who are following a course of study that, upon completion of high school, may not lead to admission into a college-level course of study resulting in a college degree. The decision to assess a student on the CCRAA must be made as part of the Individualized Education Program (IEP) process. To determine student participation in the grade 10 and the grade 11 CCRAA, the eligibility requirements are listed below or may be found at http://www.ncpublicschools.org/accountability/testing/alternateassess/.

Eligible Students
To determine student participation in the College and Career Readiness Alternate Assessments (CCRAA) at grade 10 and grade 11, the following eligibility requirements must be considered:

CCRAA at GRADE 10 Only:
The student is enrolled in grade 10 according to PowerSchool. (Note: Only eligible students enrolled in tenth grade for the first time are required and permitted to take the CCRAA at Grade 10.)

CCRAA at Grade 11 Only:
The student is enrolled in grade 11 according to PowerSchool. (Note: Only eligible students enrolled in eleventh grade for the first time are required and permitted to take the CCRAA at Grade 11.)

CCRAA at Grades 10 and 11:
- 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 or without 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 who are identified as LEP by scoring below level 4.0 Expanding on the reading subtest of the WIDA ACCESS Placement Test (W-APT™) and are in their first year in U.S. schools are not required to be assessed on the English and Reading portions of the assessments. These students are required, however, to participate in the tests of Math and Science on the CCRAA at Grade 10, and the tests of Math, Science, and Writing on the CCRAA at Grade 11.

• The student exhibits severe and pervasive delays in all areas of conceptual, linguistic, and academic development as well as in adaptive behaviors, including communication, daily living skills, and self-care.

• The student is following a course of study that, upon completion of high school, may not lead to admission into a college-level course of study resulting in a college degree (i.e., the Occupational Course of Study). The student IS NOT receiving instruction in the North Carolina Extended Content Standards. (Note: Students receiving instruction in the North Carolina Extended Content Standards may be eligible for the NCEXTEND1 Alternate Assessments at Grades 10 and 11.)

• The student meets the criteria above AND has a written parental request for an alternate assessment.

In rare cases, students who are medically fragile because of 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.

Testing Windows

The testing window for the College and Career Readiness Alternate Assessment (CCRAA) at Grade 10 is October 1–31, 2014. The testing window for the CCRAA at Grade 11 is March 3–17, 2015.

Administration Time and Number of Test Items

The administration time for the College and Career Readiness Alternate Assessment (CCRAA) at Grade 10 and at Grade 11 is 150 minutes. No administration may exceed 150 minutes (except for students with documented special needs requiring accommodations, such as Scheduled Extended Time). The administration time does not include time for general instructions and breaks. The tests must be administered in one school day (except for students with documented special needs requiring accommodations, such as Multiple Testing Sessions).

The administration of the tests must be the first activity of the morning. The verbal instructions to students are to begin no later than 9:00 a.m. on the day of the test administration. Breaks must not be extended for any reason (except for students with documented special needs requiring accommodations, such as Multiple Testing Sessions and Scheduled Extended Time). The tests are
administered in a specific order (i.e., English first, followed by Math, Reading, and Science. [The CCRAA at Grade 11 contains a Writing test which appears last.]) Students must not stop when they complete the questions for a subject area section; they must continue working on the test questions until the test is completed or until time is called.

Refer to the following chart for the test administration times and numbers of items for both CCRRA tests:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time (Minutes)</th>
<th>Subject Areas</th>
<th>Grade 10 Number of Items</th>
<th>Grade 11 Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration Time</td>
<td>150</td>
<td>English</td>
<td>14 Multiple-choice</td>
<td>13 Multiple-choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math</td>
<td>12 Multiple-choice</td>
<td>12 Multiple-choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading</td>
<td>6 Multiple-choice</td>
<td>8 Multiple-choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science</td>
<td>11 Multiple-choice</td>
<td>10 Multiple-choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing</td>
<td>N/A</td>
<td>1 Constructed Response</td>
</tr>
<tr>
<td>2 Three-Minute Breaks</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Instructions</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>168</td>
<td></td>
<td>43</td>
<td>44</td>
</tr>
</tbody>
</table>

For best practices, the North Carolina Testing Program strongly recommends schools schedule the CCRAAs so they do 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 paper clip test books so students cannot go back to previously attempted questions. See Paper Clipping Test Books in Section F of this guide for policy and procedures test administrators must follow before students leave the testing area for lunch.

**Scoring and Reporting**

Per G.S. §115C-174.11(c)(4)(b), “alternate assessment results of students with disabilities shall be included in school accountability reports, including charter and regional schools, provided by the State Board of Education.”

Students taking the CCRAA at Grades 10 and 11 will receive a single score based on how many of the test items they answer correctly.

**Note:** The CCRAA at Grade 11 must be shipped to Technical Outreach for Public Schools (TOPS) for scanning and scoring. TOPS will return the scored test records electronically to the North Carolina Department of Public Instruction (NCDPI) within 7 business days of starting the scoring process. Therefore, LEAs/charters should allow 7–8 business days after TOPS receives the answer sheets to receive test records for the CCRAA at Grade 11.
Alternate Access for ELLs®

The administration of the Alternate ACCESS for ELLs is for eligible students with significant cognitive disabilities who are also designated as limited English proficient (LEP). The general ACCESS for ELLs has been administered over the past several years as North Carolina’s required assessment to comply with Title III of the federal Elementary and Secondary Education Act. However, this test may be too cognitively and linguistically complex for a small population of ELLs with significant cognitive disabilities.

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

**Features of the Assessment**

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

**Eligibility Criteria**

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

- The student has a current Individualized Education Program (IEP).
- The student participates in the general education curriculum through the Extended Content Standards.
- The student has a significant cognitive disability (i.e., exhibits severe and pervasive delays in ALL areas of conceptual, linguistic, and academic development and also in adaptive behavior areas, such as communication, daily living skills, and self-care).
The student's prior school year ACCESS for ELLs scores yielded NA across any and/or all domains or yielded a composite score of less than 2.0. (If scores are 2.0 or above, the student does not qualify for the Alternate ACCESS for ELLs and must continue to take the regular ACCESS for ELLs.) If the student does not have ACCESS for ELLs testing for the prior school year, the student's WIDA ACCESS Placement Test (W-APTTM) results have a proficiency level of 1 in all applicable domains.

### IEP Documentation

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

- In accordance with NC 1503-5.1(a)(4), the parent of the child and the public agency may agree not to convene an IEP Team meeting for the purpose of making this change, and instead may develop a written document to amend or modify the child's current IEP. The public agency must ensure that the child's IEP Team is informed of this change.

- Current IEP forms (both hard-copy and those produced by CECAS and third-party vendors) may not provide an option to choose the Alternate ACCESS for ELLs. To address this, amend Section IV Alternate Assessment Justification of the IEP DEC 4 to state that the Alternate ACCESS for ELLs will be used and why this assessment is appropriate for this student. Any changes to accommodations should also be reviewed and noted.

### Identification

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

### Training

The Division of Accountability Services will work with WIDA to provide training to all prospective administrators of the Alternate ACCESS for ELLs. Information on training options will be sent to Local Testing Coordinators and ESL Coordinators. Qualifications for test administrators are the same as those listed in the WIDA ACCESS for ELLs–North Carolina Policy and Procedure Guidance for Annual Testing 2014–15.

### Testing Materials

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

The current design and scoring rubric for the Alternate ACCESS for ELLs allows for a maximum composite score of 2.0. While this scoring range does not meet the minimum score for exiting from LEP eligibility, it does offer this small population of students the opportunity to show growth in learning the English language. The WIDA Consortium will continue to refine and improve this instrument so that proficient scores may be derived in the future.
N. National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. The NAEP has two types of assessments, main and long-term trend. Main assessments are conducted in a range of subjects with fourth-, eighth-, and twelfth-graders across the country. Assessments are given most frequently in mathematics, reading, science, and writing. Other subjects, such as the arts, civics, economics, geography, and U.S. history, are assessed periodically.

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

Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and select urban districts. The 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.

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 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 either students or parents to refuse to participate.

For each main NAEP administration, a sample of students 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 a minimum of every four years.) For each long-term trend (LTT) assessment, a sample of students at ages 9, 13, and 17 is drawn from both public and nonpublic schools. All sampling for the NAEP assessments is conducted at the national level. The sample of schools and students is chosen in a two-stage sampling process. First, the sample of schools is selected by probability sampling methods. Then, within the participating schools, random samples of students are chosen.

NAEP Test Results
The NAEP test results include data on subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., all fourth-graders) and groups within those populations (e.g., female students, Hispanic students). The NAEP does not provide scores for individual students or schools, although states can report NAEP results 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 were selected because they represent critical junctures in academic achievement.

**NAEP Assessment Schedule**

All Trial Urban District Assessments (TUDA), main, and state assessments take place from mid-January through March. All long-term trend assessments take place from October through May. Results for NAEP assessments are reported in The Nation's Report Card. Results are published for math, reading, science, and writing assessments six months to a year after the assessment is complete.

**Additional Information on NAEP**

NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. For more information on NAEP, visit [http://nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/) or [http://www.dpi.state.nc.us/accountability/policies/naep/naep](http://www.dpi.state.nc.us/accountability/policies/naep/naep).
O. Field Testing

Field Testing

According to State Board of Education (SBE) policy GCS-A-001, “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 department 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(a): 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; and “The Superintendent shall notify local boards of education by October 1 of each year of any field tests that will be administered in their schools during the school year, the schools at which the field tests will be administered, and the specific field tests that will be administered at each school. Local boards of education shall cooperate with the State Board of Education in implementing the provisions of this Article, including the regulations and policies established by the State Board of Education.”
The North Carolina Department of Public Instruction has entered into a partnership with ACT, a not-for-profit organization that provides educational assessment, research, information, and program management services. North Carolina eleventh graders take The ACT®, tenth graders take the ACT Plan®, and eighth-graders take the ACT Explore. Some students also take the ACT WorkKeys® assessment. These assessments measure what students have learned in their courses and help educators identify the information that students still need to learn to succeed in college or a career.

### ACT Explore®

- ACT Explore is a curriculum-based educational and career planning program for eighth graders that measures achievement in English, math, reading, and science.
- The ACT Explore English test measures understanding of standard written English—punctuation, grammar and usage, and sentence structure—and understanding of the use of strategy, organization, and style in writing.
- The ACT Explore math test measures mathematical reasoning. Questions on the test cover four areas—knowledge and skills, direct application, understanding concepts, and integrating understanding of concepts—in pre-algebra, elementary algebra, geometry, and statistics and probability.
- The ACT Explore reading test measures the student’s ability to understand written material from different school subjects. The skills measured include referring to details in the passage, drawing conclusions, and making comparisons and generalizations.
- The ACT Explore science test measures scientific reasoning skills and the student’s ability to understand scientific information and draw conclusions from it. Six sets of scientific information are presented in one of three formats: data representation (graphs, tables, and other forms), research summaries (descriptions of several related experiments), or conflicting viewpoints (two or more hypotheses that are inconsistent with one another).
- The testing window for ACT Explore is October 1–31, 2014.
- The ACT Explore also includes a career exploration component.

### ACT Plan®

- ACT Plan is a curriculum-based educational and career planning program for tenth graders. ACT Plan includes four multiple-choice tests: English, math, reading, and science.
- The ACT Plan English test measures the student’s understanding of standard written English—punctuation, grammar and usage, and
sentence structure—and the use of strategy, organization, and style in writing.

- The ACT Plan mathematics test measures mathematical reasoning. The skills tested are those students learn in first- and second-year high school courses (pre-algebra, first-year algebra, and plane geometry).
- The ACT Plan reading test measures reading comprehension by focusing on skills such as referring to details in a passage, drawing conclusions, and making comparisons and generalizations.
- The ACT Plan science test measures scientific reasoning skills based on materials that are typically taught in first- and second-year high school general science courses. The material includes topics in biology, chemistry, physics, geology, astronomy, and meteorology.
- The testing window for ACT Plan is October 1–31, 2014.
- The ACT Plan also includes a career exploration component.

### The ACT®

- The ACT is a curriculum- and standards-based assessment that evaluates eleventh graders general learning outcomes in English, mathematics, reading, science, and writing.
- The English, mathematics, reading, and science tests are multiple-choice tests.
- The ACT writing test complements the English test. The combined information from both tests tells postsecondary institutions about students understanding of the conventions of standard written English and their ability to produce a direct sample of writing.
- The ACT also includes a career-exploration component.
- The ACT is used as a college admissions and placement test and is accepted by all four-year colleges and universities in the United States.
- The initial test date for The ACT is March 3, 2015. The makeup date is March 17, 2015. The ACT accommodations testing window is March 3–17, 2015.
- Results from the statewide administrations of The ACT are available at http://www.ncpublicschools.org/accountability/act/.

### ACT WorkKeys®

- Students enrolled in grade 12, who are identified as Career and Technical Education concentrators, are required to complete the ACT WorkKeys assessments. The three ACT WorkKeys assessments, Applied Mathematics, Locating Information, and Reading for Information, are the basis of the National Career Readiness Certificate program.
The Applied Mathematics test measures the skill people use when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems and do the types of calculations that actually occur in the workplace. The test is designed to be taken with a calculator.

The Locating Information test measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or to insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics.

The Reading for Information test measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations.

Students who achieve qualifying scores on the Applied Mathematics, Reading for Information, and Locating Information assessments can earn a North Carolina Career Readiness Certificate. Certificates provide employers with proof that students have the skills needed to do the jobs available.

The ACT WorkKeys online administrations occur November 17, 2014–February 20, 2015.

Results from the statewide administrations of ACT WorkKeys are available at http://www.ncpublicschools.org/accountability/act/.

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

**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 Public School Systems, Charter Schools, North Carolina School of the Arts, and North Carolina School of Science and Mathematics.

As a service of the North Carolina Department of Public Instruction (NCDPI), the Testing News Network (TNN) 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. Its purposes are the following:

- Provide secure information dissemination for local school system test coordinators.
- Index critical events, policies, reports, communications, process details, and software upgrades for the testing programs of North Carolina Public Schools.

Information is placed on the TNN for electronic access by LEA testing coordinators, NCDPI Accountability staff, and the TOPS staff at North Carolina State University. Persons other than those included must obtain written permission for access to and use of this information from the Division of Accountability Services of the NCDPI.
**Policies and Procedures for Students Receiving Services at a Visited School**

This document provides accountability policies and procedures 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 twenty-one years who are domiciled in a school administrative unit and 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 twenty-two (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 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 that 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 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.

- 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 assessment guides.

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.

2. **Base School:** The base school is the school in which the student is reported for ADM (i.e., in membership). An 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 services to the student that 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 takes a course(s) or 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:** LEAs 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 Individualized Education Programs [IEPs]) who may be grouped in a school other than the students’ school attendance area. Students must be administered all required state 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
—A cross-enrolled student’s test results are included in the accountability results at the base school.

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

The base school should have a master schedule for the cross-enrolled student.

- The master schedule should include all classes/courses taken at the base school and include each class/course taken at the visited school.
- Appropriate state course codes should be used.

- 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 cross-enrolled student, the visited 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.
  - For paper-and-pencil administrations, 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.

Visiting Students
—A visiting student’s test results are included in the accountability results at the visited school.

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 for students who are visiting but do not have a base school:

- PowerSchool should record the student as visiting and not in ADM.
- The visited school should have a master schedule for the student.
  - The master schedule should include all courses taken at the visited school.
  - Appropriate state course codes should be used.
- The visited 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 student’s test results (i.e., EOC and EOG) remain at the visited school and are included in the visited school’s accountability results.
  - For paper-and-pencil administrations, 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.
Examples for Clarification
The following are examples and guidelines regarding requirements to test cross-enrolled and visiting students.

1. **Foreign Exchange Students**: The LEA is responsible for ensuring all required state 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 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 required state 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 they are 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 required state tests are administered to the student. Test results are used for accountability results 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 because of 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 required state tests are administered to the student. Test results are used for accountability results at the base school.

4. **Nondomiciliary students attending an NC school as a result of the parents’ or legal guardians’ active military deployment**: Pursuant to General Statute § 115C-366 (1) (g), a student who is a nondomiciliary of North Carolina as a result of his or her parents’ or legal guardians’ active military deployment may attend, without payment of tuition, public schools of an LEA if the student meets the following requirements: (1) the student resides with an adult who is a domiciliary of the LEA, (2) the period of deployment must be 30 days or longer, and (3) the school is provided evidence of the deployment along with the affidavits required under subdivision (3) of subsection (a3) of this Statute. If a student meets the
requirements of G.S. § 115C-366, the student is in ADM at a base school within the LEA. Therefore, the LEA is responsible for ensuring all required state tests are administered to the student. Test results are included in the accountability results at the base school.

5. **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 Division of Juvenile Justice 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 education agency (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. Additional information that outlines in more detail the steps community residential centers are to follow are located in this handbook under the section titled *Community Residential Centers—Testing Policy.*

   **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 required state tests must be administered to the student. Test results are used for accountability results at the base school.

   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 required state 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 elects 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.
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 required state tests are administered to the student. Test results are used for accountability results at the base school in County A.

d. **Parentally placed private/home school 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 required state 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 required state tests are administered.

   - 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.

   - For accountability purposes, the test results of such a student must be included in the accountability results at the base school.

6. **Summer School Students Taking EOC 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. EOC 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 2014, ten 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 2014 (i.e., header sheet for School A, header sheet for school B, or header sheet for School C). Test results count in the 2014–15 accountability year for the school students attended in spring 2014.
7. **Clustered EC Students:** It is an LEA decision as to where test results from clustered students with disabilities with current Individualized Education Programs (IEPs) will count for accountability 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 testing window.

8. **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 that all required state 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.

9. **Virtual Public Schools (NCVPS):** The NCVPS provides courses in which a student otherwise would not be able to enroll at the student’s local school. The NCVPS is not responsible for administering state tests. The base school is responsible for administering all required state tests. Test results shall be included in the accountability results at the base school.

10. **Learn and Earn Early College High Schools:** Learn and Earn Early College High Schools provide students with 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 required state tests. Test results shall be included in the accountability results at the base school.

11. **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 for 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 required state tests. Test results shall be included in the accountability results at the base school.

12. **Teacher-in-Treatment Programs:** Teacher-in-Treatment Programs are centers across the state that students go to and 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. The base school is responsible for
administering all required state tests. Test results shall be included in the accountability results at the base school.

13. **North Carolina Division of Juvenile Justice (DJJ):** The DJJ facilities are responsible for administering all required state tests. Scores are not included in accountability results.

14. **Extended Day Program.** For students attending an extended school day program and in membership at a base school, the base school is responsible for administering all required state tests. Test results shall be included in the accountability results at the base school.

15. **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 required state tests. Test results shall be included in the accountability results at the base school.

16. **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 required state tests. Test results shall be included in the accountability results at school A, which is the base school.

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**Community Residential Centers—Testing Policy**

The testing policy all local education agencies (LEAs) are to follow for community residential centers is located in the *Policies and Procedures for Students Receiving Services at a Visited School* section of this *Test Coordinators’ Policy and Procedures Handbook*. This policy says that “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 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. All required state tests must be administered to the student. Test results are used for accountability results at the base school.”

The steps LEAs should follow for testing students at community residential centers are as follows:

1. Assign students at community residential centers to a base school.
   a. Assign the students at grades 3–12 served by a community residential center to a base school that includes their grade configuration. Grades 3–12 cannot use school code 292 or any other school code under 300. Students must be assigned to an actual school in the LEA. The LEA can determine which base school the scores will go to.
   b. Only students at grades PP, PK, K, 1, 2, and 12 or 13 (for students with disabilities who have completed the twelfth grade but have not graduated from high school and continue to receive a free appropriate public education until the end of the school year
in which the students reach the age of 22) can use school code 292 as their base school number.

2. The LEA is responsible for ensuring all required state tests are administered to the students. Test results are included in the accountability results at the LEA base school.

3. The LEA test coordinator is responsible for ensuring all testing policies and procedures are implemented at the community residential centers and security of materials is maintained at all times.

4. LEAs have two options available for assigning test administrators at community residential centers:
   a. Designated staff who are employed by the LEA and have received training in the appropriate test administration(s) can administer the required tests to the students residing at the community residential centers.
   b. Community residential staff members who provide instruction to the student(s) residing in the center may attend test administrator training provided by the LEA accountability staff and administer the required test(s) to their students. The following procedures apply for this option:
      i. Community residential staff must attend a face-to-face test administration training, including training on the guidelines for the use of accommodations, conducted by the LEA before the administration of any state-required test(s).
      ii. A test security agreement by and between the LEA and community residential center and its employee(s) must be signed at the time of training and kept on file at the LEA. The agreement is to ensure compliance with all state policies and procedures pertaining to the administration of secure state tests, test administrator/proctor training, irregularities reporting, materials handling, and test security (the district assumes responsibility for test security).
      iii. For online assessments and NCEXTEND1, the LEA will need to work with each community residential center test administrator to create an NCEducation account. LEA test coordinators need to ensure that these accounts have proper roles and permissions. On days before testing, the LEA test coordinator must go under the district tab on the enrollment screen and add students to the appropriate course. LEA test coordinators must ensure all pre- and post-test activities are completed for online assessments as described in the appropriate online assessment guides to include scheduling test sessions, ensuring proper student interface questions (SIQ) entry, and meeting all technology requirements. For assistance with the enrollment process, please refer to the NCEd Student Enrollment Guide posted on the Testing News Network (TNN).
      iv. For paper-and-pencil administrations, all students’ answer sheets must be placed under a header sheet by grade and by test with the “teacher name” area used to identify the actual community residential teacher’s name. The “school name” area must be completed on the header sheet so that the LEA code is the three-digit number of the local school administrative unit.
in which the community residential center is located, and the LEA three-digit code is that of the student’s assigned base school.

v. In some instances in which the LEA has a current, signed security agreement that is by and between the community residential center and the LEA ensuring the security of all student data, the community residential center employees who are trained as test administrators may be provided access to the Comprehensive Exceptional Children Accountability System (CECAS) (the district assumes responsibility for test security). For community residential center employees who are trained as test administrators but have not been given access to CECAS, the LEA test coordinators must make arrangements to provide community center teachers with the necessary student accommodation information for testing purposes.

**Released Test Forms**

In an effort to increase public awareness of what is tested, the North Carolina Department of Public Instruction (NCDPI) releases one form of each test. Released test forms may be used by school systems to help acquaint students with valuable test-taking strategies in summative assessment situations. These strategies may include managing time, following directions, understanding reading selections, and thinking through how to select the correct answer. Released test forms may also be used by parents and the general public in gaining a greater understanding of how the state-adopted standards are measured. These materials and the information contained within must not be used for personal or financial gain.

Released test forms are not used as part of routine test administrations provided by school systems. Released test forms and supplemental information for End-of-Grade, End-of-Course, and NCEXTEND1 assessments may be found on the NCDPI website at the following address: [http://www.ncpublicschools.org/accountability/testing/releasedforms](http://www.ncpublicschools.org/accountability/testing/releasedforms). Released test forms and supplemental information for the NC Final Exams may be found at [http://www.ncpublicschools.org/accountability/common-exams/released-forms/](http://www.ncpublicschools.org/accountability/common-exams/released-forms/).

**Assessment Briefs**

Assessment Briefs are publications that contain information related to testing and accountability. Assessment Briefs can be found on the North Carolina Department of Public Instruction’s website at the following address: [http://www.ncpublicschools.org/accountability/testing/shared/abriefs](http://www.ncpublicschools.org/accountability/testing/shared/abriefs).

**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 and the North Carolina Department of Public Instruction 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)
- Strong Family, Community, and Business Support (FCB Series)

**Reports of Student Performance**


**Assessment Guides** (Testing News Network [TNN] users only)

Assessment guides (AGs) are available online and in print for each state-mandated test. These separate publications provide information and directions for administering tests and preparing documents for return to the test coordinator. **AGs are not considered secure test materials.**

**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 (NCDPI) (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.

**Desk Monitoring**
- The NCDPI’s ongoing process for monitoring testing accommodations using data collected via student answer sheets, Online Testing Irregularity Submission System (OTISS), PowerSchool, and the Comprehensive Exceptional Children Accountability System (CECAS)
- May require submission of local testing plans from randomly selected school systems
- Assists in selection of on-site visit locations

**Presite Review**
- Review of existing data to determine those school systems and school(s) that are 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 local education agency (LEA)/school before the on-site visit

**On-Site Monitoring**
- NCDPI monitoring team consisting 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 Individualized Education Program (IEP)/Section 504/limited English Proficiency (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 ninety calendar days of the visit.

**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 ninety 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, the disability 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 training (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
  - 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
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
- 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)
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 (the rest of the information is 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.
- 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.
- 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 ninety calendar days of the visit.
S. Contact Information

Regional Accountability Coordinators (RACs)
Contact Information

Regional Computing Consultants Directory (RCCs)
Contact Information

NCDPI Accountability Services Directory
Mailing Address, Physical Address, General Phone Numbers
Director’s Office Staff Directory
Test Development Staff Directory
Testing Policies and Operations Staff Directory

Education Directory: Public Schools of North Carolina
The Education Directory: Public Schools of North Carolina contains the phone number and address of every North Carolina public, federal, or charter school and public school system; the phone number of every employee of the Department of Public Instruction, members of the State Board of Education, and the Superintendent; contact information for educational associations and organizations, advisory councils, educational materials, and equipment vendors; and a list of all the state and territorial superintendents in the United States.

EDDIE—Public Schools of North Carolina
The Educational Directory and Demographical Information Exchange (EDDIE) is an online application containing local education agency (LEA) and school information such as LEA numbers, school numbers, administrative contacts, school types, grade levels, calendar types, program types, addresses, and more. This information is maintained and edited by subscribed users at the LEAs and charter schools.
T. Miscellaneous Forms and Notices

Accommodation Notification Form
The Accommodation Notification Form is to be used when an Individualized Education Program (IEP) Team or Section 504 Committee determines a student needs a testing accommodation other than those specifically described in the *Testing Students with Disabilities* publication. This form must be received by the North Carolina Department of Public Instruction (NCDPI) within thirty days of the IEP Team’s or Section 504 Committee’s decision or at least three weeks before the test administration, whichever occurs first. This is essential to allow adequate time to review whether use of the accommodation will result in valid test scores and for the local education agency (LEA) to receive a response, which may have an impact on IEP Team/Section 504 Committee final decisions. If the request involves special formatting or printing of the test, it is important the requests are received even earlier to allow sufficient time for the formatting/printing process. The Accommodation Notification Form can be downloaded or submitted electronically on the Testing News Network (TNN) ordering system.

Process for Requesting Testing Exceptions Based on Significant Medical Emergencies and/or Conditions
There may be some rare circumstance in which a student cannot take a state assessment during the entire testing window, including makeup dates, because of a significant medical emergency or condition. Examples include, but are not limited to, circumstances involving students who are in the final stages of terminal or degenerative illnesses, comatose, or receiving extensive short-term medical treatment because of a medical emergency. Under these circumstances, a school may request from the Division of Accountability Services/North Carolina Testing Program a testing exception for the student. If a medical exception is granted, the student remains enrolled in the school during this period; however, the student does not take the assessment(s), and the school does not include the student when calculating participation rates.

Review of Accommodations Used During Testing Form Procedures and Process Guide

Report of Testing Irregularity (located on OTISS, the Online Testing Irregularity Submission System)
Sample Screenshot of Testing Irregularity Form on OTISS

Part One

SAMPLE
Sample Screenshot of Testing Irregularity Form on OTISS

Part Two

SAMPLE
School Test Coordinator Testing Irregularity Investigation Checklist

<table>
<thead>
<tr>
<th>Description of Action</th>
<th>Expected Completion Date*</th>
<th>Start Date</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contact LEA TC immediately and inform the principal</td>
<td>Day of the testing irregularity or date incident identified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Collect or secure evidence (e.g., test books, answer sheets, computers, cheat sheets, classroom displays, etc.)</td>
<td>Day of the testing irregularity or date incident identified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Review testing irregularity form completed by the person reporting the incident, attached notes to form, if applicable</td>
<td>Day of the testing irregularity or date incident identified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Interview all parties involved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Interview session should include at least two member of the administrative staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- All questions should be carefully structured so that comprehensive facts are gathered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The interviewer’s questioning tactics and tone should be of an objective nature (not accusatory)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Request written and signed statements from all parties involved</td>
<td>Day of testing irregularity or date incident identified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Draft a summary of the incident and include the investigation’s findings</td>
<td>Day 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Retain a copy of all documents for your records</td>
<td>Day 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Submit copies of all documents to the LEA test coordinator</td>
<td>Day 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Assist the LEA test coordinator in the investigation</td>
<td>As directed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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, 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.
# LEA Testing Irregularity Investigation Checklist

<table>
<thead>
<tr>
<th>Description of Action</th>
<th>Expected Completion Date*</th>
<th>Start Date</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Contact RAC immediately</strong></td>
<td>Day of testing irregularity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Submit testing irregularity form(s) in OTISS (completed by the person(s) reporting the incident)</td>
<td>Day of testing irregularity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Collect or secure evidence (e.g., test books, answer sheets, computers, cheat sheets, classroom displays, etc.)</td>
<td>Day of testing irregularity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Obtain written and signed statements from all parties involved</td>
<td>Day 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Interview all parties involved</td>
<td>Day 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interview session should include at least two members of the administrative staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• All questions should be carefully structured so that comprehensive facts are gathered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The interviewer’s questioning tactics and tone should be of an objective nature (not accusatory)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Draft a summary of the incident and include the investigation’s findings and any disciplinary actions that resulted from the incident</td>
<td>Day 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Provide a follow-up training session for appropriate personnel</td>
<td>Day 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Review the Testing Code of Ethics with all appropriate personnel</td>
<td>Day 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Draft an action plan with the school test coordinator identifying strategies that would prevent reoccurrence of the incident or a similar incident</td>
<td>Day 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Submit documents identified above in rows 2, 3, 4, 6, and 9 to the NCDPI by receipted mail and include as the cover sheet this form complete with dates and signatures</td>
<td>Day 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Retain a copy of all documents for your records</td>
<td>Day 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Estimated time to complete investigation is five days.

---

Principal’s Name ___________________________ Signature ___________________________ Date ________

LEA Test Coordinator’s Name ___________________________ Signature ___________________________ Date ________

Superintendent’s Name ___________________________ Signature ___________________________ Date ________

---

*According to State Board of Education policy GCS-A-010, the Testing Code of Ethics, any person who learns of any breach of security, loss of materials, failure to account for materials, or any other 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.*
Action Plan

Implementation Site:
Plan Composed By:

I. Identification of Problem Areas & Corrective Actions
   A. Purpose:

   B. Summary of Actions Steps / Target Dates:

   C. Goal(s):

II. Definition of Roles and Responsibilities
   A. Implementation Facilitator’s Name ____________________________
      Description of Responsibilities:

   B. Assignments of Responsibilities:

      | Name                        | Responsibilities: |
      |---------------------------|-------------------|
      | _________________________|__________________|
      | Responsibilities:         |                   |

      | Name                        | Responsibilities: |
      |---------------------------|-------------------|
      | _________________________|__________________|
      | Responsibilities:         |                   |

      | Name                        | Responsibilities: |
      |---------------------------|-------------------|
      | _________________________|__________________|
      | Responsibilities:         |                   |

III. Evaluation Criteria
   A. Measurable Outcomes (e.g., reduction in number of testing irregularities, shorter resolution time, more comprehensive administrator/proctor training sessions according to workshop evaluation summaries, etc.)

   B. Follow Methodology (e.g., distribution of fact sheets/resources, activity logs, training sessions, quarterly needs assessments, etc.)
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: Administration:

1. Select the memory management function by pressing the 2nd key and then the MEM key (the + key).
2. Choose RESET from the menu options.
3. Using the right arrow/cursor key, press the key twice to highlight ALL.
4. Press the ENTER key.

After Each Test

5. The calculator will confirm the intention to delete all data and programs from RAM and/or archive memory. Choose 2: Reset and then press ENTER. (This may take a few seconds to process.)
6. The calculator will verify that the appropriate files and memory have been cleared.

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.

1. Start with the calculator cleared screen. Press the APPS key.

   **APPLICATIONS**
   1:Finance…
   2:ALG1CH5
   3:ALG1PRT1
   4:AreaForm
   5:CabriJr

2. Select “TestGrd2” from the list of applications.

   **APPLICATIONS**
   :TestGrd2
   :Transfrm

3. Choose 1:Setup Calcs from the TestGuard home screen.

   **TESTGUARD HOME**
   1:Setup Calcs
   2:Start Transfer
   3:Setup Summary

4. Confirm that “DELETE” and “ALL” are highlighted and then press OK (the soft key associated with the ZOOM key).

   **SETUP CALCS**
   DELETE: DISABLE
   ALL: RAM/ARC: APPS
   ANGLE: RADIAN DEGREE

Note: The teacher is now ready to use TI TestGuard with a student’s calculator. Make sure that the student’s calculator is on the home screen.

5. Connect the teacher’s graphing calculator to the first student’s calculator using a unit-to-unit link cable. (TestGuard 2.0 is not compatible with the USB cable.)

6. Complete on the teacher’s calculator: Select 2: Start Transfer from the TestGuard screen and press ENTER.

   **TESTGUARD HOME**
   1:Setup Calcs
   2:Start Transfer
   3:Setup Summary

   **TESTGUARD**
   TRANSFERRING…COMPLETE

   CONFIRMATION CODE: RBBW
   1:Again
   2:Quit

Note: When the deletion process is complete on the first student’s calculator, a TestGuard confirmation screen will be displayed on the teacher’s calculator.

   **TRANSFER COMPLETE**
   CONFIRMATION CODE QJTN

Note: The note on the student’s calculator displays for a brief time.
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 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 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:**

**Administration:**

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.

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.

**After Each Test**
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.

1. Connect a unit-to-unit link cable (black) to both the sending calculator and the receiving calculator.

2. On the receiving unit, press 2nd-LINK to access Link Menu, and then press right arrow to highlight RECEIVE. Press ENTER and you should see a “Waiting…..” message on the screen.

3. On the sending calculator, press 2nd-LINK to access Link Menu, and then arrow down to find the type of file you desire to send.

4. From the list of available files of the type you have selected, arrow down to the file to be sent and press ENTER. You can select as many files as you desire.

5. Press the right arrow, to highlight “Transmit” and press ENTER.
   
   Note: If a question appears about duplication, select override.

6. The transfer is complete when you see “Done” on the receiving screen and “Done” on the sending screen.
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 version of the TI operating system has “Press-to-Test.” The 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.

1. Turn the calculator OFF with the [ctrl] and then [on] keys.

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 in Step 3).

3. Make your selections for default angle setting and/or whether to allow the dynamic geometry menu features for: Measurement, Constructions, Transformations and Coordinates & 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.

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.
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.”

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.

Restoring the calculator from Press-to-Test mode will delete the documents created during testing mode and restore all previous working documents.

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.

7. SECURITY:
   - The flashing LED is hardware-secure and cannot be impacted by coded software.
   - The students cannot get out of this mode by removing the batteries or by resetting the device.
   - 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.
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.”

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.

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

<table>
<thead>
<tr>
<th>Column 1: To Be Completed before Testing</th>
<th>Column 2: To Be Completed during/after Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Accommodations Documented on Student's IEP/Section 504 Plan/LEP Plan/Transitory Impairment Documentation</td>
<td>Describe the specific details of how this accommodation was provided to the student during testing?</td>
</tr>
<tr>
<td>[ ] Test Administrator Reads Test Aloud (In English)</td>
<td>Did the student use the accommodation? If yes, how did he/she use it?</td>
</tr>
<tr>
<td>Specify:</td>
<td></td>
</tr>
<tr>
<td>[ ] Braille Edition</td>
<td>Example: Test administrator read the entire test aloud. Student followed along while the test administrator read aloud.</td>
</tr>
<tr>
<td>[ ] Large Print Edition</td>
<td></td>
</tr>
<tr>
<td>[ ] One Test Item Per Page Edition</td>
<td></td>
</tr>
<tr>
<td>[ ] Braille Writer/Slate and Stylus (and Braille Paper)</td>
<td></td>
</tr>
<tr>
<td>[ ] Granner Abacus</td>
<td></td>
</tr>
<tr>
<td>[ ] Dictation to a Scribe</td>
<td></td>
</tr>
<tr>
<td>[ ] Interpreter/Transliterator Signs/Cues Test</td>
<td></td>
</tr>
<tr>
<td>[ ] Magnification Devices</td>
<td></td>
</tr>
<tr>
<td>[ ] Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (LEP only)</td>
<td></td>
</tr>
<tr>
<td>[ ] Student Marks Answers in Test Book</td>
<td></td>
</tr>
<tr>
<td>[ ] Student Reads Test Aloud to Self</td>
<td></td>
</tr>
<tr>
<td>Specify:</td>
<td></td>
</tr>
<tr>
<td>[ ] Test Administrator Reads Test Aloud (In English)</td>
<td></td>
</tr>
<tr>
<td>Specify:</td>
<td></td>
</tr>
<tr>
<td>[ ] Computer Reads Test Aloud - Student Controlled</td>
<td></td>
</tr>
<tr>
<td>Specify:</td>
<td></td>
</tr>
<tr>
<td>[ ] Multiple Testing Sessions</td>
<td></td>
</tr>
<tr>
<td>Specify:</td>
<td></td>
</tr>
<tr>
<td>[ ] Scheduled Extended Time</td>
<td></td>
</tr>
<tr>
<td>Amount:</td>
<td></td>
</tr>
<tr>
<td>[ ] Testing in a Separate Room</td>
<td></td>
</tr>
<tr>
<td>Specify:</td>
<td></td>
</tr>
<tr>
<td>[ ] Special NCDPI-Approved Accommodation(s)</td>
<td></td>
</tr>
<tr>
<td>Specify:</td>
<td></td>
</tr>
</tbody>
</table>

Student Name

PowerSchool ID

Case Manager

Choose one of the following plans (according to order of accommodations documentation):

- [ ] IEP
- [ ] Section 504 Plan
- [ ] LEP Plan
- [ ] Transitory Impairment Documentation

Dates of Plan

Start Date: ____________________________

End Date: ____________________________

Test

[ ] EOC
[ ] EOG
[ ] ROG3
[ ] CTE
[ ] NCFE
[ ] CORAA
[ ] ACCESS for ELLs

Subject/Subtest

School

Grade

Test Date

Test Administrator

Printed name of person completing this portion of form: ____________________________

Signature of person completing this portion of form: ____________________________

Comments/considerations for next IEP/504/LEP/TI team meeting:

This form is available in electronic format at http://www.ncpublicschools.org/accountability/policies/accom.
### Review of Accommodations Used During NCEXTEND1 Testing

<table>
<thead>
<tr>
<th>Column 1: To Be Completed before Testing</th>
<th>Column 2: To Be Completed during/after Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Accommodations Documented on Student's IEP</td>
<td>Was the accommodation provided to the student during testing?</td>
</tr>
<tr>
<td>Example</td>
<td>Example</td>
</tr>
<tr>
<td>☑ Multiple Testing Sessions Specify: 5 minute break every 15 minutes</td>
<td>Example: Yes</td>
</tr>
<tr>
<td>Braille Materials</td>
<td></td>
</tr>
<tr>
<td>Large Print Materials</td>
<td></td>
</tr>
<tr>
<td>Assistive Technology Devices Specify:</td>
<td></td>
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<tr>
<td>Interpreter/Transliterator Signs/Cues Test</td>
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<td>Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (LEP only)</td>
<td></td>
</tr>
<tr>
<td>Multiple Testing Sessions Specify:</td>
<td></td>
</tr>
<tr>
<td>Testing in a Separate Room</td>
<td></td>
</tr>
<tr>
<td>Adaptations to NCDPI-provided manipulatives, such as raised lines, enlarged text/pictures, placement of pictures on information boards, and use of student-specific symbols</td>
<td></td>
</tr>
<tr>
<td>Special NCDPI-Approved Accommodation(s) Specify:</td>
<td></td>
</tr>
</tbody>
</table>

Printed name of person completing this portion of form: ____________________________
Signature of person completing this portion of form: ____________________________
Comments/Considerations for next IEP team meeting: ____________________________
TO
LEA Superintendents
Charter School Directors

FROM
Rebecca B. Garland, Deputy State Superintendent
Office of the Deputy State Superintendent

DATE
March 25, 2014

NORTH CAROLINA STANDARDIZED TESTING AND OPTING OUT

Each year the North Carolina Department of Public Instruction (NCDPI) receives some letters or phone calls from concerned parents either requesting not to have their students tested or refusing to allow their students to test. Although we recognize these parents’ concerns, to date the North Carolina State Board of Education (SBE) has not allowed any student to opt out of required State testing unless there were extenuating circumstances, primarily related to serious health conditions.

Because of state and federal law, all students in North Carolina (including students with disabilities) are required to participate in the testing program. State policy says “all eligible students in membership (i.e., enrolled in a school) at grades 3 through 8 and 10 and in high school courses in which an end-of-course (EOC) assessment is administered shall participate in the state assessment program adopted by the SBE” (GCS-C-021). In addition, our end-of-grade (EOG) assessments of reading and mathematics at grades 3–8 and science at grades 5 and 8 and the end-of-course assessments of English II, Math I, and Biology are required by No Child Left Behind for federal reporting. The North Carolina Final Exams were developed in response to the SBE’s summer 2011 vote requiring an annual evaluation for every teacher in North Carolina. Per GCS-A-016, this annual evaluation is required of all North Carolina school districts and select charter schools, who accepted funding through the Race to the Top federal grant and as a condition of an Elementary and Secondary Education Act (ESEA) waiver. All eligible students are required to participate in the administration of the state-designated assessments for use in the North Carolina teacher evaluation process.

SBE Policy GCS-A-010 requires that all schools involved in the state testing program “establish any needed school policies and procedures to assure all eligible students are tested fairly.” Additionally, state policy requires that some test scores be used as a portion of the student’s final grade in a course. GCS-C-003 specifies that schools will use EOC assessments as “at least twenty percent (20%) of the student’s final grade for each respective course with the exception of students following the Occupational Course of Study.” GCS-A-016 states that schools are to use results from all course-specific operational assessments used for the North Carolina Teacher Evaluation process as a minimum of twenty percent (20%) of the student’s final grade for each respective course.
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As in prior years, because of state and federal policy that does not allow students to opt out of testing, if a student is present in the classroom on test day, employees of the LEA must administer tests to students who are required or permitted to participate (GCS-A-001). Students are to be given an answer sheet. The answer sheet will be pre-slugged with the student’s name and therefore scanned. If nothing is answered, the student will receive the lowest possible score (Level 1). The computer will not recognize that the student intentionally opted out and will scan for right answers. Schools do not have the option to remove the answer sheet from the class package. A student’s grade for the course and overall grade point average calculation may be negatively impacted by receiving the lowest score.

Please share this information with your principals and teachers. Parents who request not to have their students tested or refuse to allow their students to test must be informed of state and federal testing requirements and understand the possible academic outcomes for not permitting their students to test. The policy of the Board is that all students in the state shall participate in the testing program, and as a result, our schools must try to follow Board policy. Our State Board takes these mandates very seriously and adheres to state and federal guidelines that address the needs of all children.

If you have questions or need further clarification regarding information within this memo, please contact your Regional Accountability Coordinator.

RBG/whw

c:  June St. Clair Atkinson, State Superintendent  
Tammy Howard, Director, Accountability Services  
Joel Medley, Director, Charter Schools  
JoAnn Honeycutt, Director, Career and Technical Education  
Bill Hussey, Director, Exceptional Children  
Nancy Carolan, Section Chief, Testing Policy and Operations  
Hope Lung, Section Chief, Test Development  
Regional Accountability Coordinators  
LEA Test Coordinators
SAMPLE---Parent Letter: Opting Out of Required Testing

(Current Date)

Mr./Mrs. (Parent)
(Street Address)
(City, State, ZIP)

Dear Mr./Mrs. (Parent)__________,

Thank you for taking the opportunity to express your concerns regarding the testing mandates of the North Carolina Testing Program. Having read your request for a waiver, __________ County Schools is truly sympathetic to your concerns.

The North Carolina testing program has been operational since the 1970s, and to date the State Board of Education (SBE) has not allowed any student to opt out of required State testing. The only exceptions granted have been for limited numbers of students who met certain eligibility requirements or who had extenuating circumstances primarily related to a significant medical emergency and/or condition and were unable to participate in a specific test administration.

Because of state and federal laws, all students in North Carolina (including students with disabilities) are required to participate in the testing program. Not only are public schools required to test, but also non-public schools have testing requirements. Testing is required of non-public school enrollees in grades 3, 6, 9, and 11. Non-public school law does not exempt special needs (or any other) students from this requirement. Concerning the non-public school standardized testing requirement, G.S. §115C-549, 550, 557, and 558 states that the test is to be administered in those grade levels each year “to all students enrolled or regularly attending.” Also, all homeschooled students are required to be assessed annually on a nationally normed standardized assessment.

State policy requires schools to use end-of-course (EOC) assessments as “at least twenty percent (20%) of the student’s final grade.” As such, a student’s grade for a subject or for a course and overall grade point average calculation may be negatively impacted by not taking the state tests. How end-of-grade scores are used in grades 3-8 is a local decision.

Please know that __________ County Schools is trying to be responsive to parents’ concerns, yet we must adhere to state and federal guidelines that address the educational needs of all children.

Sincerely,
Testing Code of Ethics

Introduction

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

- **students** to know the extent to which they have mastered expected knowledge and skills and how they compare to others;
- **parents** to know if their children are acquiring the knowledge and skills needed to succeed in a highly competitive job market;
- **teachers** to know if their students have mastered grade-/course-level knowledge and skills in the curriculum and, if not, what weaknesses need to be addressed;
- **community leaders and lawmakers** to know if students in North Carolina schools are improving their performance over time and how the students compare with students from other states or the nation; and
- **citizens** to assess the performance of the public schools.

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

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

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

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

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

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

**TESTING CODE OF ETHICS**

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

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

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

(d) The superintendent/charter school director or superintendent's/charter school director's
designee shall designate the personnel who are authorized to have access to secure test
materials. “Access” to test materials by school personnel means handling the materials but
does not include reviewing tests or analyzing test items.
   (1) Persons who have access to secure test materials shall not use those materials for
       personal gain.
   (2) No person may copy, reproduce, or paraphrase in any manner or for any reason
       the test materials without the express written consent of the test publisher.

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

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

(g) Preparation for testing.
   (1) The superintendent/charter school director shall ensure that school system (LEA)
test coordinators:
       (A) secure necessary materials;
       (B) plan and implement training for school test coordinators, test
           administrators, and proctors;
       (C) ensure each school test coordinator and test administrator is trained before
           each test administration on the policies and procedures for conducting a
           proper test administration and for processing and returning test materials;
           and
       (D) in conjunction with program administrators, ensure the need for test
           accommodations is documented and that accommodations are limited to
           the specific need.
   (2) The principal or the principal’s designee shall serve as school test coordinator.
   (3) The principal shall ensure the school test coordinator:
       (A) maintains test security and accountability of test materials;
           (1) Before each test administration, the school test coordinator shall
               accurately count and distribute test materials.
           (2) Immediately after each test administration, the school test
               coordinator shall collect, count, and return all test materials to the
               secure, locked storage facility.
       (B) establishes any needed school policies and procedures to assure all
           eligible students are tested fairly;
       (C) identifies and trains personnel, proctors, and backup personnel for test
administrations; and
(D) encourages a positive atmosphere for testing.

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

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

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

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

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

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

(i) Scoring. The school system test coordinator shall:
   (1) ensure each test is scored according to the procedures and guidelines defined for the test by the test publisher;
   (2) maintain quality control during the entire scoring process, which consists of handling and editing documents, scanning answer documents, and producing electronic files and reports. Quality control shall address at a minimum accuracy and scoring consistency.
   (3) maintain security of tests and data files at all times, including:
       (A) protecting the confidentiality of students at all times when publicizing test results; and
       (B) maintaining test security of answer keys and item-specific scoring rubrics.
(j) Analysis and reporting. Educators shall use test scores appropriately. This means that the educator recognizes that a test score is only one piece of information and must be interpreted together with other scores and indicators. Test data help educators understand educational patterns and practices. The superintendent shall ensure that school personnel analyze and report test data ethically and within the limitations described in this paragraph.

(1) Educators shall maintain the confidentiality of individual students. Publicizing test scores or any written material containing personally identifiable information from the student’s educational records shall not be disseminated or otherwise made available to the public by any member of the State Board of Education, any employee of the State Board of Education, the State Superintendent of Public Instruction, any employee of the North Carolina Department of Public Instruction, any member of a local board of education, any employee of a local board of education, or any other person, except as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C.§1232g.

(2) Educators shall release test scores to students, parents, legal guardians, teachers, and the media with interpretive materials as needed.

(3) Staff development relating to testing must enable school personnel to respond knowledgeably to questions related to testing, including the tests, scores, scoring procedures, and other interpretive materials.

(4) Items and associated materials on a secure test shall not be in the public domain. Only items that are within the public domain may be used for item analysis.

(5) Data analysis of test scores for decision-making purposes shall be based upon:
   (A) disaggregation of data based upon student demographics and other collected variables;
   (B) examination of grading practices in relation to test scores; and
   (C) examination of growth trends and goal summary reports for state-mandated tests.

(k) Unethical testing practices include, but are not limited to, the following practices:

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

(l) In the event of a violation of this Rule, the State Board of Education may, in accordance with the contested case provisions of Chapter 150B of the General Statutes, impose any one or more of the following sanctions:

(1) withhold any applicable monetary incentive awards;
(2) file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;
(3) seek criminal prosecution of the person or persons responsible for the violation; and
(4) in accordance with the provisions of 16 NCAC 6C .0312, suspend or revoke the professional license of the person or persons responsible for the violation.

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