Testing Students with Disabilities

North Carolina Testing Program

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A. Introduction

This publication contains policy guidelines and procedures for testing students with disabilities in the North Carolina Testing Program.[1] Students who are officially classified as having a disability are those who receive special education and related services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or are accommodated under Section 504 of the Rehabilitation Act of 1973. School personnel must ensure the policy guidelines and procedures outlined in this publication are implemented appropriately.

All information provided in this publication represents the assessments and policies in place as of August 2016. Because of subsequent guidance and/or regulations from the U.S. Department of Education, some of the information may have since been updated. Always check with your local education agency (LEA) test coordinator for any updated information.

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School-Based Management and Accountability Program

According to G.S. §115C-105.20, which addresses the school-based management and accountability program:

"The General Assembly believes that all children can learn. It is the intent of the General Assembly that the mission of the public school community is to challenge with high expectations each child to learn, to achieve, and to fulfill his or her potential. With that mission as its guide, the State Board of Education shall develop a School-Based Management and Accountability Program. The primary goal of the Program shall be to improve student performance."

The Purposes of the North Carolina Testing Program

The purposes of the North Carolina Testing Program, as described in G.S. §115C-174.10, are as follows:

"(i) To assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society;

(ii) To provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and

[1]School personnel must refer to the test publisher's manual to determine appropriate accommodations for any nationally normed or commercially developed test (e.g., the Terra Nova, Iowa Test of Basic Skills, and Stanford 9).

(iii) To establish additional means for making the education system at the state, local, and school levels accountable to the public for results."

Responsibilities of Agencies

In regard to the responsibilities of agencies for testing students with disabilities, G.S. §115C-174.12 states the following:

"(a) . . . The State Board of Education's policies regarding the testing of children with disabilities shall:

(i) provide broad accommodations and alternate methods of assessment that are consistent with a student's individualized education program and Section 504 (29 U.S.C. § 794) plans;

(ii) prohibit the use of statewide tests as the sole determinant of decisions about a student's graduation or promotion; and

(iii) provide parents with information about the Statewide Testing Program and options for children with disabilities.

The State Board shall report its proposed policies and proposed changes in policies to the Joint Legislative Education Oversight Committee prior to adoption.

The State Board of Education may appoint an Advisory Council on Testing to assist in carrying out its responsibilities under this Article."

Components of the North Carolina Testing Program

G.S. §115C-174.11(c), Annual Testing Program, states the following:

"(c) Annual Testing Program.

(1) The State Board of Education shall adopt the tests for grades 3–12 that are required by federal law or as a condition of a federal grant. These tests shall be designed to measure progress toward reading, communication skills, and mathematics for grades 3–8, and toward competencies for grades 9–12. Students who do not pass the tests adopted for eighth grade shall be provided remedial instruction in the ninth grade.

(2) If the State Board of Education finds that additional testing in grades 3–12 is desirable to allow comparisons with national indicators of student achievement, that testing shall be conducted with the smallest size sample of students necessary to assure valid comparisons with other states."

(3) Repealed by Session Laws 2014-78, s. 3(a), effective July 1, 2014.

(4) To the extent funds are made available, the State Board of Education shall plan for and require the administration of the ACT test for all students in the eleventh grade unless the student has already taken a comparable test and scored at or above a level set by the State Board. The State Board of Education shall require the administration of an alternate to the ACT or an alternate to the precursor test to the ACT to a student who (i) exhibits severe and pervasive delays in all areas of conceptual, linguistic, and academic development and in adaptive behaviors, including communication, daily living skills, and self-care, (ii) is following the extended content standards of the *Standard Course of Study* as provided in G.S.§ 115C-81, or is following a course of study that, upon completing high school, may not lead to admission into a college-level course of study resulting in a college degree, and (iii) has a written parental request for an alternate assessment.

The State Board of education shall ensure that parents of students enrolled in all public schools, including charter and regional schools, have the necessary information to make informed decisions regarding participation in the ACT and the PreACT (i.e., the precursor test to the ACT).

Alternate assessment and ACT 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."

The list of state-mandated tests is updated annually and is located on the website for the NCDPI Division of Accountability Services/North Carolina Testing Program at: http://www.ncpublicschools.org/accountability/testing.

Student Performance and Achievement

Students and schools are accountable for student performance and achievement. All students are to be given the opportunity to receive instruction that will allow them to perform successfully on all state-required tests.

Access to the General Curriculum and Assessment of Grade-Level Content

IDEA mandates that all students with disabilities be provided access to the general curriculum. For students with the most significant cognitive disabilities, access is provided through the North Carolina Extended Content Standards for the state-adopted North Carolina *Standard Course of Study* for all assessed content areas (i.e., English Language Arts (ELA)/Reading, Mathematics, and Science).

In December 2015, the Elementary and Secondary Education Act (ESEA) was reauthorized as the Every Student Succeeds Act (ESSA). The previous version of ESEA was known as No Child Left Behind

(NCLB). ESSA eliminates some of the requirements specified by NCLB but provides guidelines for educating students for postsecondary options.

ESSA requires that all students must be assessed on grade-level content. For students with significant cognitive disabilities, the assessment must be linked to grade-level content through the North Carolina Extended Content Standards.

Rules, Guidelines, and Procedures for Implementing the North Carolina Testing Program

North Carolina State Board of Education (SBE) *Policy Regarding Rules, Guidelines, and Procedures Governing the NC Testing Program* (GCS-A-009) states:

"The information contained within the North Carolina Testing Program policy documents shall apply to all public school personnel who are responsible for the implementation of the North Carolina Testing Program. These documents include the test administrator's manuals and guides for each test, test material processing guides, handbooks, the North Carolina *Proctor's Guide*, the North Carolina *Testing Security: Protocol and Procedures for School Personnel* publication, the North Carolina *Guidelines for Testing Students Identified as English Learners* publication, the North Carolina *Testing Students with Disabilities* publication, and any subsequent published supplements or updates and periodic training provided to each LEA. The information shall set forth the rules and procedures required for a proper test administration and shall be provided to each LEA by the department through the LEA test coordinator.

The LEA superintendent shall ensure that each school follows the established testing procedures by keeping building-level administrators informed of their responsibilities. Local boards of education shall cooperate with the State Board of Education in implementing the provisions of this policy."

Providing Information and Updates

Students, parents, Individualized Education Program (IEP) Teams or Section 504 Committee members, teachers, directors of instruction, exceptional children directors, LEA test coordinators, principals, and superintendents must review this publication before making decisions about students with disabilities who may be participating in the North Carolina Testing Program at grades 3–12 through the administration of a general assessment with accommodations or through the use of a North Carolina alternate assessment with or without accommodations.

The LEA test coordinators must provide any subsequent updates to this publication or any other publication that has additional information to inform the decision making for testing students with disabilities.

State Policy and Federal Laws

North Carolina's statewide testing policy requires all students with disabilities to participate in the statewide testing program by taking the general state-mandated tests with or without available accommodations or by participating in North Carolina alternate assessment(s) with or without accommodations. To participate in alternate assessments, students must meet eligibility criteria established by the NCDPI. This policy is in accordance with IDEA and ESSA. Results from student performance are reported annually by the NCDPI.

General Information on Accommodations

Standardized test procedures for students with disabilities require testing accommodations and corresponding administrative procedures be developed and implemented to ensure individual student needs are met, and at the same time, to maintain sufficient uniformity of the test administration to maintain test validity <u>and</u> to fulfill the requirements of testing for accountability. One of the functions of state tests is to generate information for the purpose of accountability. State tests are <u>not</u> designed to provide comprehensive diagnostic information at the individual student level. Among the accommodations students with disabilities may need are (a) special print versions, (b) assistive technology devices/special test arrangements, and/or (c) a special test environment. A student may require the combined use of any number of these accommodations in order to obtain access to a given test. Accommodations designated for the tests should be consistent with accommodations used routinely during classroom instruction and similar classroom assessments. It is vital for students with disabilities to receive accommodations on state-mandated tests that allow them to demonstrate their true abilities; however, students must not receive unnecessary, inappropriate, or unfamiliar accommodations.

For any state-mandated test, accommodations must (1) be documented in the student's current IEP or Section 504 Plan, and (2) the documentation must reflect their routine use during instruction and similar classroom assessments that measure the same construct. If a student has not been provided the accommodations documented on the IEP or Section 504 Plan during instruction, the student is still to receive the accommodations specified in the current IEP or Section 504 Plan for the state-mandated tests. However, the use of testing accommodations that were not routinely used during instruction or similar classroom assessments may constitute a misadministration and result in an invalid test score. Moreover, student performance could be adversely affected because the student did not become familiar with the accommodations before testing. In such cases, a local investigation must be conducted to determine if the student was adversely affected by the provision of the testing accommodations and if a misadministration should be declared.

It is not appropriate to recommend the provision of accommodations during test administrations if the purpose is to potentially enhance student performance rather than provide equal access and opportunity to perform.

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

Transfer Students and Accommodations

If a student transfers to a public school in North Carolina and has a current IEP from out of state, the IEP team is required to provide comparable services until the student is found eligible in North Carolina and a new IEP is developed. All accommodations in a current IEP, including an IEP developed in another state, must be honored– even if the accommodations will invalidate a score according to North Carolina Testing Program policy. If those types of accommodations are used, then the student's score would be invalidated. In addition to notifying the student and parent of accommodations that will be provided during testing, the school must notify the student and parent if the use of certain accommodations on the current IEP will invalidate test results.

Additional information regarding accommodations for state tests is located in Sections C *and* E *of this publication.*

IEP Teams and Section 504 Committees are to select for each assessment only those accommodations that do not invalidate the score. Accommodations that invalidate test results include, but are not limited to:

1. Test administrator reads aloud a North Carolina test designed to measure reading comprehension

2. Interpreter/transliterator signs/cues a North Carolina test designed to measure reading comprehension

3. Assistive technology is used that reads text aloud during a North Carolina test designed to measure reading comprehension

4. Testing occurs before the school’s scheduled testing date

General Information on Alternate Assessments

In order for a student with a disability to participate in a North Carolina alternate assessment, the student must meet the eligibility criteria established by the NCDPI, and the decision to participate in the alternate assessment must be documented in the current IEP. The IDEA and the ESSA require students with disabilities to participate in an alternate assessment, with or without accommodations, if they are receiving instruction through the North Carolina Extended Content Standards.

Students with only Section 504 Plans 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.

Additional information regarding alternate assessments is located in Sections C *and* G *of this publication.*

Establishing a Local Procedure to Ensure Student Participation in the State Testing Program

All test administrators and proctors must adhere to the North Carolina *Testing Code of Ethics* (State Board policy GCS-A-010) and "implement the school system and local testing policies and procedures to assure all eligible students are tested fairly." Since IDEA and ESSA require all students with disabilities to participate in the statewide testing program, where appropriate, a local procedure must be established in the LEA to ensure students with disabilities who have the appropriate documentation in the current IEP or Section 504 Plan (1) participate in the general assessment under standard conditions (i.e., without accommodations); (2) participate in the general assessment with testing accommodations; or (3) if eligible, participate in a North Carolina alternate assessment (i.e., with or without accommodations).

To ensure test results are valid, all school personnel must follow the appropriate procedures for use of the accommodation or alternate assessment for students with disabilities located in this publication and other designated state publications. If questions arise regarding procedures for determining or using appropriate accommodations or a North Carolina alternate assessment, school staff must contact the LEA test coordinator.

Refer to *Section F: Monitoring Accommodations* for additional information.

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North Carolina LEA personnel, school personnel, parents, and students may duplicate or download this publication for instructional and educational purposes only. Portions of this document may be duplicated and distributed to members of IEP Teams and/or Section 504 Committees so informed decisions related to testing students with disabilities may be made. This publication is located on the NCDPI Division of Accountability Services/North Carolina Testing Program website at http://www.ncpublicschools.org/accountability/policies/tswd. Others may not duplicate or quote from this publication without written permission from the NCDPI Division of Accountability Services/North Carolina Testing Program.

B. Responsibilities of the LEA Test Coordinator and Exceptional Children Director/Section 504 Coordinator

The LEA test coordinator, exceptional children director, and Section 504 coordinator are to work collaboratively to provide information to school-based staff regarding policies and procedures for testing students with disabilities. This information will explain how to appropriately document in either the current IEP or Section 504 Plan a student's participation in the statewide testing program at grades 3–12, including whether the student will participate in the

1. general assessment under standard conditions (i.e., without testing accommodations);
2. general assessment with testing accommodations; or
3. North Carolina alternate assessment (with or without testing accommodations), if eligible.

Local personnel must ensure any consequences resulting from the provision and/or use of an accommodation or alternate assessment (e.g., procedures that invalidate test results) are explained to and understood by parents/legal guardians/surrogate parents and students who are age 18 or older.

Document Information

LEA test coordinators, exceptional children directors, and Section 504 coordinators are to distribute and review copies of this document, which contains SBE policies for testing students with disabilities, to appropriate school personnel and members of the community so IEP Teams and Section 504 Committees can make informed decisions related to testing students with disabilities. Portions of this document may be duplicated and distributed to members of IEP Teams and/or Section 504 Committees so informed decisions may be made.

Joint Responsibility

It is recommended that LEAs develop a local plan to designate responsibilities for the LEA test coordinator, exceptional children director, and Section 504 coordinator to more clearly define roles in the assessment of students with disabilities. It is the joint responsibility of school personnel to work collaboratively to ensure the following within a reasonable time frame.

1. All teachers, IEP Teams, and Section 504 Committees, including parent(s), guardian(s), and surrogate parent(s), must be informed about the
   a. state testing requirements at each grade level (including the National Assessment of Educational Progress [NAEP], if applicable);
   b. guidelines governing the provision and use of testing accommodations; and
   c. guidelines governing the administration and use of the North Carolina alternate assessments.

2. A local monitoring system is to be established to ensure only eligible students with disabilities with the appropriate documentation in current IEPs or Section 504 Plans are provided testing accommodations during the administration of state tests and, in order to ensure valid test results, all state policies are followed.

3. A local monitoring system is to be established to ensure only eligible students with disabilities with the appropriate documentation in current IEPs participate in a North Carolina alternate assessment if not participating in a statewide general assessment with or without accommodations.

4. Appropriate documentation in a current IEP or Section 504 Plan is to be on file in the event of state audits or monitoring that may be required as part of the Exceptional Children, State Testing, and/or Accountability Programs.

5. Any special scheduling or other provisions that may be required to accommodate testing students with disabilities are arranged.

6. Each school's implementation of state policies is monitored to ensure appropriate procedures are followed during the administration of state tests with accommodations. Appropriate accommodations are only provided to students with disabilities who have documentation that they are eligible to receive them. Additional information is located in *Section F* of this publication.

7. A local system is to be established for (a) notifying parents/ guardians and students before the actual test administration date about the approved accommodations the student will be provided during the actual test administration, and (b) procedures to follow if a student declines to use the approved accommodation(s) during an actual test administration. This information must be documented in the LEA and school testing plans. Additional information is located in *Section C* of this publication.

8. All appropriate staff are to receive training about IDEA, ESSA, and the North Carolina alternate assessments. IDEA and ESSA require all students with disabilities to participate in the administration of a general assessment, with or without accommodations, or to be administered an alternate assessment. When the IEP Team, using the state eligibility criteria, determines and documents that a student will participate in a North Carolina alternate assessment, the student must participate in the documented alternate assessment unless the IEP Team reconvenes and changes the testing requirements. **Changes in testing requirements** (i.e., change from general assessment to alternate assessment, change from alternate assessment to general assessment) **must be made at least one hundred twenty (120) school days before the testing window.**

9. The parent/guardian is to be informed when his/her child will be evaluated based on alternate academic achievement standards through the North Carolina Extended Content Standards. Additional information on North Carolina Extended Content Standards may be found in *Sections C* and *G* of this publication.

Joint Training of Local Staff

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

1. test administrators,
2. proctors,
3. exceptional children teachers, and
4. any other appropriate school personnel who serve students with disabilities on IEP Teams and Section 504 Committees or who are otherwise involved in administering a state test, providing accommodations during the administration of a state test, or administering or assisting with the administration of an alternate assessment.

Training related to testing is primarily the responsibility of LEA test coordinators. However, exceptional children directors, Section 504 coordinators, and general curriculum specialists are strongly encouraged to participate and assist in developing training for personnel involved in testing students with disabilities. In no case shall a test be administered by an individual who has not participated in training on the administration of state tests, the appropriate use of testing accommodations, or, if applicable, the procedures for administering the alternate assessments.

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

1. A trained proctor should be assigned to every teacher who is administering a state-mandated test, regardless of the number of students tested.

2. Every attempt must be made to relieve students' testing anxiety.

3. The security of the test and any confidential student information must be maintained at all times.

Training on testing students with disabilities is to include:

1. information located in the *Testing Students with Disabilities* document (this publication) and the North Carolina *Testing Code of Ethics*, which includes information about maintaining test security and the sanctions for violations;

2. information about ordering test materials: the superintendent or the superintendent's designee, usually the LEA test coordinator, is responsible for ensuring secure test materials are properly ordered. Special print versions (e.g., Braille, large print, and one test item per page editions, and large print/one test item per page editions) must be entered into the LEA-approved accommodations management system (i.e., Comprehensive Exceptional Children Accountability System [CECAS], PowerSchool, or an LEA-approved third-party application) for ordering purposes. Testing accommodations information must be accurate within the accommodations management systems in order to ensure adequate production, quality control, and delivery time of the special print versions.

3. information about testing accommodations: additional information regarding testing accommodations is located in *Sections C* and *E* of this publication.

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

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

If appropriate, a testing session comprised of a small group of students in the same grade at the same school using the same accommodations that have been approved and documented by the IEP Team or Section 504 Committee for each student before the test administration (e.g., students using the accommodation *Test Administrator Reads Test Aloud [in English]* or *Interpreter/Transliterator Signs/Cues Test* for a test that does not measure reading comprehension) is allowed to use one test form (i.e., same test form letter and form number) 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 option pertains only to paper-and-pencil tests, as the online test forms are selected randomly for each student.

Test administrators may require special assistance from a trained proctor when administering tests requiring accommodations.

Unless the provision or use of the testing accommodation requires special handling, the test administrator must follow standard procedures for processing test materials.

When providing accommodations such as *Student Marks Answers in Test Book* or *Dictation to a Scribe*, it is imperative that school system personnel follow the specified procedures in this publication for transcribing student responses at the local level. LEA test coordinators are required to ensure the student responses are transcribed appropriately so the test may be scored using regular procedures. If the responses are not transcribed to a regular answer sheet or the online test platform, test results will be returned as the lowest possible score. Gridded-response items for the mathematics tests and short answer items for the English II End-Of-Course (EOC) assessment and select North Carolina Final Exams (NCFEs) must be transcribed in the manner specified in the assessment guides.

Procedures for storing or returning paper-and-pencil test materials used with accommodations (e.g., Braille Editions or test books used for the *Student Marks Answers in Test Book* accommodation) are located in each assessment guide.

The test administrator must code all applicable bubbles on the student answer sheet for paper-and-pencil tests or complete the Accommodations Provided page in NCTest for online tests to identify the specific accommodation(s) provided during the test administration. Coding/completion must be accurate. This information is used for state and federal reporting purposes and for making determinations about the validity of test scores.

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

a. identity of the test administrator, proctor, interpreter, transliterator, or scribe (if known) (It is desirable that students know and have worked with the test administrator, proctor, interpreter, transliterator, or scribe before the test administration.);

b. test date, time the test administration is scheduled to begin, room location; and

c. the testing accommodations that will be provided, and the way in which they will be provided.

4. information on the North Carolina Alternate Assessment: while training on the alternate assessment for students with disabilities is the responsibility of the LEA test coordinator, it should be conducted in collaboration with the exceptional children director. The collaboration is necessary because the majority of LEA test coordinators may have minimal experience working with content standards and students with disabilities. Communication and cooperation among LEA staff are vital to the assurance that all test administrators and related personnel involved in the administration of the alternate assessment receive appropriate training, staff development, and support. (Additional information regarding the alternate assessments is located in *Sections C* and *G* of this publication.)

Review of Recommendations

The exceptional children director and Section 504 coordinator, in collaboration with the LEA test coordinator, are to review the testing accommodations and any alternate assessment decided by the IEP Teams and Section 504 Committees. This may include review of documentation in IEPs and Section 504 Plans, and any available reports from CECAS, PowerSchool, or LEA-approved accommodations management systems.

C. Procedures for Determining Participation in the General Test Administration, Testing with Accommodations, or Participation in the Alternate Assessments

The following procedures are to be used when determining whether students with disabilities will either be administered the general state tests with or without accommodations or participate in the North Carolina alternate assessments with or without accommodations.

General Local Procedures

Instructional and testing needs for a student with disabilities must be considered every school year at the annual review of the student's IEP or Section 504 Plan. The IEP Team or Section 504 Committee discusses the individual instructional and testing needs of the student with disabilities who is to participate in the state-mandated test administration. Information in this publication must be studied and, in the case of each student, the team/committee must determine which of the following options is appropriate for each state test, field test, or national test (e.g., NAEP) at the grade level or course:

- Participation in the general state test under standard conditions (i.e., without testing accommodations)
- Participation in the general state test with testing accommodations
- Participation in a North Carolina alternate assessment, with or without testing accommodations

Information/procedures for each of the above options are described below. Addressing one state test at a time enables the IEP Team or Section 504 Committee to focus on individual student needs for each test. For example, it may be appropriate for a student to receive an accommodation during the North Carolina End-of-Grade (EOG) Assessment of English Language Arts/Reading; however, the team/committee may decide the same student is to be administered the North Carolina EOG Assessment of Mathematics under standard conditions (i.e., without accommodations).

All valid test scores will remain in the student's permanent record and will be used for student placement decisions and accountability purposes. Invalid test scores are not to be included in the student's permanent record or be used for placement decisions or accountability purposes.

Note: The decision regarding participation in a general state test (with or without accommodations) versus the use of an alternate assessment for participation in the North Carolina Testing Program must be based on the state eligibility criteria and on the individual needs of the student, and it must be documented in the current IEP. The decision must not be made merely to enhance test scores for student placement decisions or accountability purposes. **The decision regarding a student's participation in an alternate assessment must be made and documented in the student's IEP at least one hundred twenty (120) school days before the testing window**.

Students with only a Section 504 Plan are not eligible to participate in a North Carolina alternate assessment.

The following provides procedures that LEA test coordinators must follow to ensure IEP Teams/Section 504 Committees have current information to consider when determining how a student will participate in the state tests.

1. The LEA test coordinator must distribute copies of this publication to appropriate school and local personnel.
2. In relation to the statewide testing program, provide school-based staff with current information regarding the
   A. state tests, field tests/special studies, national tests (e.g., NAEP) required at each grade;
   B. IDEA;
   C. ESSA;
   D. North Carolina Testing Program;
   E. student participation in the North Carolina Testing Program, which includes:
      1) guidelines for testing under standard conditions;
      2) procedures for discussing testing with accommodations (<u>including</u> procedures to be followed in the event (a) the student declines to use the accommodation and (b) an accommodation not located in this publication is provided during the administration of a North Carolina test); and
      3) procedures for discussing North Carolina alternate assessments.
   F. established local procedures for collecting information for ordering (1) special print versions such as Braille, one test item per page editions, large print editions, and large print/one test item per page editions; and (2) North Carolina alternate assessments.

      For the North Carolina alternate assessments, it is imperative LEA test coordinators obtain accurate information in a timely manner regarding the number of alternate assessments needed at each school so that students can be assessed during the designated testing windows.

The following section details the procedures IEP Teams and Section 504 Committees must follow when determining student participation in the North Carolina Testing Program at grades 3–12.

Access to the General Curriculum

IDEA mandates all students with disabilities be provided access to the general curriculum. For students with the most significant cognitive disabilities, access is provided through the North Carolina Extended Content Standards for the state-adopted North Carolina *Standard Course of Study* for all assessed content areas (i.e., English Language Arts/Reading, Mathematics, and Science).

According to ESSA, all students must be assessed on grade-level content. For students with significant cognitive disabilities, the assessment must be linked to grade-level content through the North Carolina Extended Content Standards.

Instructional Accommodations

This document focuses on the North Carolina Testing Program and the testing accommodations and alternate assessments that may be considered in determining how a student will participate in the state tests. It is important, however, to also recognize instructional accommodations. Accommodations used during instruction and classroom assessments should always be considered first by IEP Teams and Section 504 Committees. These accommodations should enable the student to access information during instruction and generally are not held to the same restrictions as testing accommodations. A wide array of accommodations may be used during instruction. If there are questions regarding instructional accommodations, the student's exceptional children teachers and/or school system exceptional children staff may be of assistance. Once the IEP Team or Section 504 Committee determines which accommodations are needed during instruction and classroom assessments, it should address state testing. The accommodations for state tests are a subset of those needed during instruction.

North Carolina Testing Program

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

In the event the IEP Team or Section 504 Committee addresses procedures not specified in this document, the team/committee is to contact the LEA test coordinator <u>and</u> exceptional children director/Section 504 coordinator for clarification <u>before</u> arriving at a final decision. The LEA test coordinator can provide the IEP Team or Section 504 Committee with information regarding the potential impact of the IEP Team/Section 504 Committee decision in regard to test validity and test security (e.g., test scheduling) in addition to mandates such as the federal ESSA legislation, the North Carolina Administrative Procedures Act, SBE policies, and the North Carolina *Testing Code of Ethics*.

Note: The SBE determines proficiency standards (i.e., cut scores) for all North Carolina tests. IEP Teams or Section 504 Committees are not permitted to revise the standards established by the SBE in order to meet the unique needs of a student.

Student Participation in the North Carolina Testing Program

The IEP Team or Section 504 Committee must discuss whether the student will participate in each general state-mandated test (1) under standard conditions (i.e., without testing accommodations), (2) with testing accommodations, or (3) through an alternate assessment, with or without testing accommodations.

The following provides a list of the state-mandated tests in the 2016–17 North Carolina Testing Program by grade (please see *Section G* of this guide for the alternate assessment(s) available for each test).

Grades K–2
1. *ACCESS for ELLs®* (K)
2. *ACCESS for ELLs 2.0® (1–2)*

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

Grade 4
1. North Carolina EOG Assessment of ELA/Reading
2. North Carolina EOG Assessment of Mathematics
3. NAEP
4. *ACCESS for ELLs 2.0®*
5. North Carolina Final Exams (NCFEs)[2]

Grade 5
1. North Carolina EOG Assessment of ELA/Reading
2. North Carolina EOG Assessment of Mathematics
3. North Carolina EOG Assessment of Science
4. *ACCESS for ELLs 2.0®*
5. NCFEs[2]

Grade 6
1. North Carolina EOG Assessment of ELA/Reading
2. North Carolina EOG Assessment of Mathematics
3. *ACCESS for ELLs 2.0®*
4. NCFEs[2]

[2]NCFEs are administered at the end of the course (regardless of the grade level in which the course is offered) and the end of the year (grades 4–8). State Board policy GCS-A-016 states that "all eligible students shall participate in the administration of the assessments (standard administrations with or without accommodations)."

Grade 7
1. North Carolina EOG Assessment of ELA/Reading
2. North Carolina EOG Assessment of Mathematics
3. *ACCESS for ELLs 2.0®*
4. NCFEs[2]

Grade 8
1. North Carolina EOG Assessment of ELA/Reading
2. North Carolina EOG Assessment of Mathematics
3. North Carolina EOG Assessment of Science
4. NAEP
5. *ACCESS for ELLs 2.0®*
6. NCFEs[2]

Grade 9
1. North Carolina End-of-Course (EOC) Assessments[3]
2. *ACCESS for ELLs 2.0®*
3. NCFEs[2]

Grade 10
1. North Carolina EOC Assessments[3]
2. PreACT™
3. *ACCESS for ELLs 2.0®*
4. NCFEs[2]

Grade 11
1. North Carolina EOC Assessments[3]
2. ACT
3. *ACCESS for ELLs 2.0®*
4. NCFEs[2]

Grade 12
1. North Carolina EOC Assessments[3]
2. ACT WorkKeys
3. NAEP
4. *ACCESS for ELLs 2.0®*
5. NFEs[2]

[2]NCFEs are administered at the end of the course (regardless of the grade level in which the course is offered) and the end of the year (grades 4–8). State Board policy GCS-A-016 states that "all eligible students shall participate in the administration of the assessments (standard administrations with or without accommodations)."
[3]North Carolina EOC assessments are administered at the end of the course for English II, NC Math 1, and Biology. SBE policy GCS-C-003 specifies that "students who are enrolled for credit in courses in which EOC assessments are required shall take the appropriate EOC assessment."

North Carolina-Developed Field Tests/Special Studies

Students with disabilities who are administered a North Carolina-developed field test/special study are to participate (under standard conditions or with accommodations) in the same manner as the current IEP or Section 504 Plan documents their participation in the operational North Carolina test (e.g., a sixth-grade student who is to receive approved accommodations for the operational EOG mathematics test receives the same accommodations for an EOG mathematics field test/special study). Contact the LEA test coordinator for the list of the current North Carolina-developed field tests/special studies, which is updated annually.

General Test Administration

When appropriate, students with disabilities should participate in the general administration of state tests.

Procedures for Discussing Testing with Accommodations

The accommodations to be used during regular classroom instruction and assessments are to be discussed, finalized, and documented in the current IEP or Section 504 Plan before the discussion and documentation of accommodations to be used during a state-mandated test administration.

North Carolina Testing Program Summative Assessment Options Charts

The IEP Team or Section 504 Committee must consider the *North Carolina Testing Program Summative Assessment Options* charts whenever making decisions about how a student will participate in the testing program. Each type of test administration is described in these charts. **Students with only Section 504 Plans are not eligible to participate in a North Carolina alternate assessment and must be assessed on the general state test, with or without accommodations.**

The current options charts are found at http://www.ncpublicschools.org/accountability/policies/tswd.

Guiding Principles for Accommodations

The following "Guiding Principles" for accommodations used during state-mandated tests are adapted from a document published by the Council of Exceptional Children.[4]

a) **"Do not assume that every student with disabilities needs assessment accommodations."** Accommodations provided and used in state assessments should be routinely used in instruction and similar classroom assessments.

b) **"Obtain approval by the IEP Team."** The IEP Team or Section 504 Committee must determine the testing accommodations.

c) **"Base accommodations on student need."** Whether a student receives testing accommodations and what those accommodations should be must be based on the particular needs of that student. Decisions must not be based on a category of disability or an educational placement.

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

d) **"Be respectful of the student's cultural and ethnic background."** When a testing accommodation is being discussed, make sure the student and the student's family are comfortable with it. If a student is also identified as an English Learner (EL), his/her ability to access the test from a language perspective must also be taken into consideration when making testing decisions.

e) **"Integrate assessment accommodations into classroom instruction."** Decisions regarding testing accommodations must be based on which accommodations the student requires to access instruction and similar classroom assessments. The instructional accommodation decision thus comes before the testing accommodation decision.

f) **"Know which accommodations are approved for each assessment."** Refer to the tables in *Section E* of this publication for North Carolina's lists of approved testing accommodations. The lists are specific for each test. If the IEP Team or Section 504 Committee determines that a student requires an accommodation not found on the lists, the process specified on page 31 under the *Use of Accommodations or Procedures Not Described in This Publication* subheading should be followed.

g) **"Plan early for accommodations."** Because the need for accommodations should be evident during classroom instruction, the discussion concerning accommodations should take place well before the administrations of any assessments for which they are needed.

h) **"Include students in decision making."** Whenever possible, the student should be included in deciding whether a testing accommodation is appropriate. The student can often express whether he/she feels there is a need for the accommodation and whether he/she is willing to use it. It is unlikely the student will use the accommodation if he/she is uncomfortable with it.

i) **"Understand the purpose of the assessment."** It is important to know which construct is being tested so the chosen accommodations yield valid results. For instance, use of the *Test Administrator Reads Test Aloud (in English)* accommodation is a valid option for the North Carolina EOG Assessment in Mathematics but would invalidate the results from the North Carolina EOG Assessment in ELA/Reading.

j) **"Request only those accommodations that are truly needed."** The decision regarding testing accommodations must be based on the individual needs of the student. If the student does not need an accommodation in order to access the test, use of it may overwhelm or distract the student. For instance, if a student is provided the *Test Administrator Reads Test Aloud (in English)* accommodation but does not need it in order to access the test, the distraction of someone reading the test may outweigh any benefits.

k) **"Determine if the selected accommodation requires another accommodation."** There are some accommodations, such as the *Test Administrator Reads Test Aloud (in English)*, that require the student to also receive a special test environment accommodation.

l) **"Provide practice opportunities for the student."** All students should have opportunities to practice sample questions in the same format that they will experience on the test. Practice opportunities may demonstrate that a specific testing accommodation is unnecessary for the student. For example, if a student is provided ample opportunity to practice responding to questions on a bubble sheet, it may be determined that he/she does not require the *Student Marks Answers in Test Book* accommodation.

m) **"Remember that accommodations in test taking won't necessarily eliminate frustration for the student."** Testing accommodations are not meant to provide a student with an unfair advantage, but rather an opportunity to demonstrate what he/she can do. Therefore, the use of testing accommodations does not guarantee a proficient score for the student or a reduction in test anxiety or other emotions caused by the testing situation.

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

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

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

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

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

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

To ensure the data have integrity and are complete, every effort must be made to include each selected student in the NAEP assessment. The NCDPI recommends IEP Teams and Section 504 Committees utilize the accommodation(s) in the District Assessment section of the respective plans during the administration of NAEP. Participation is required for students who can access the assessment; there are no consequences for students or schools based on student performance. Using the documented accommodations or revisiting those in the District Assessment section of the IEPs and Section 504 Plans will provide increased access for students with disabilities.

Procedure for the IEP Team or Section 504 Committee.
The IEP Team or Section 504 Committee refers to the accommodations listed in the District Assessment portion of the plan and determines if those accommodations are appropriate and allowable according to the NAEP guidelines. To determine the allowable accommodations according to the test publisher, the National Center for Education Statistics (NCES), contact

the school testing coordinator for the most recent list of approved accommodations designated by the NAEP.

If the team determines, after consulting with the school testing coordinator and the IEP Team or Section 504 Committee, that a student cannot access the NAEP, a student may be excluded from participating in the administration of the NAEP. Before excluding a student based on an accommodation need, the school test coordinator is to send an e-mail to the NC NAEP State Coordinator at Andrea.Faulkner@dpi.nc.gov. The e-mail should include the school name and contact information along with a summary of the student's accommodation needs. Confidential student-identifying information should not be included in the e-mail. The NAEP State Coordinator will review the e-mail and respond with a follow-up e-mail or phone call to include comprehensive guidance.

The NCDPI is committed to including as many students as possible in the NAEP. The NAEP results for North Carolina should represent the entire student population. The IEP Team and the Section 504 Committee should consider ways to offer accommodations for students to enable participation in NAEP, and every effort should be made to identify an accommodation that will facilitate students' participation in NAEP. The NAEP reports only showcase results at the state level; there are no high-stake consequences for individual students or schools.

Accommodations for North Carolina Developed Tests

Each member of the IEP Team or Section 504 Committee is to have access to the accommodation information located in *Section E: Testing Accommodations—Descriptions and Procedures* at the IEP or Section 504 meeting, so specific procedures for a test administration can be discussed, determined, and documented. The IEP Team or Section 504 Committee is to discuss specific procedures located in *Section E* before making a final decision to avoid any anomalies and misadministrations. The team/committee has the responsibility of specifying, to the greatest degree possible, how the accommodations are to be provided during testing. For example, the team/committee is to address (a) the number of sessions when providing the *Multiple Testing Sessions* accommodation, (b) the approximate amount of extra time to be given when providing the *Scheduled Extended Time* accommodation, and (c) whether the test administrator reads aloud all words or only words requested by the student when providing the *Test Administrator Reads Test Aloud (in English)* accommodation for tests that do not measure reading comprehension. *Section E* should guide the LEA test coordinator and the test administrator in providing accommodations to students during the actual test administration.

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

Special Print Versions

- *Braille Edition*
- *Large Print Edition*
- *One Test Item Per Page Edition*
- *Large Print/One Test Item Per Page Edition*

Assistive Technology Devices and Special Arrangements

- *Assistive Technology Devices* includes *Amplification Devices* and *Keyboarding Devices*
- *Braille Writer/Slate and Stylus* (and Braille Paper)
- *Cranmer Abacus*
- *Dictation to a Scribe*
- *Interpreter/Transliterator Signs/Cues Test* (Use of this accommodation during the administration of a state test that measures reading comprehension invalidates the results of the test.)
- *Magnification Devices*
- *Student Marks Answers in Test Book*
- *Student Reads Test Aloud to Self*
- *Test Administrator Reads Test Aloud (in English)*—Use of this accommodation during the administration of a state test that measures reading comprehension invalidates the results of the test.
- *Computer Reads Test Aloud—Student Controlled*—Use of this accommodation during the administration of a state test that measures reading comprehension invalidates the results of the test.

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

Special Test Environments

- *Multiple Testing Sessions*
- *Scheduled Extended Time*
- *Testing in a Separate Room* includes individual or small group administration, study carrel, special furniture, special lighting

Documentation of Accommodations

If the IEP Team or Section 504 Committee determines testing with accommodations is appropriate, documentation must exist in the student's current IEP or Section 504 Plan to substantiate the provision of these accommodations. The documented accommodations must be used routinely during (a) classroom instruction and (b) similar classroom assessments that measure the same construct.

LEAs must ensure the language used on their testing accommodations documentation (e.g., IEPs, Section 504 Plans) aligns with the state-approved language regardless of the type of plan or documentation under which a student requires a testing accommodation. The state-approved language must be used to document both the testing accommodations and the guidelines for providing them. Because some accommodations require details as to how the accommodation must be provided (e.g., the amount of *Scheduled Extended Time*), it is also essential that accommodations documentation include designated areas to record the details.

The NCDPI has provided optional Testing Accommodations Charts to assist in maintaining alignment and consistency in accommodations documentation. For example, a Section 504 Committee could complete the Section 504 Testing Accommodations Chart and include it in the Section 504 Plan as documentation of testing accommodations. These charts are available at http://www.ncpublicschools.org/accountability/policies/accom.

Additional information regarding the provision of accommodations for North Carolina Tests is located in *Section E* of this publication.

Testing Accommodations Documentation

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

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

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

Students Eligible for Testing Accommodations

A student with disabilities must have a current IEP or Section 504 Plan in order to be eligible for testing accommodations. The following are some situations in which a student with disabilities would *not* be eligible for testing accommodations:

- The student has an IEP, but was reevaluated and found no longer eligible to receive exceptional children (EC) services.
- The student reached the age of 22.
- The student graduated with a regular diploma.

Students with Disabilities also Identified as English Learners

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

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

Per SBE policy GCS-C-021, all students identified as ELs must participate in the statewide testing program (i.e., standard test administration or standard test administration with accommodations) with the exception of students identified as English Learners who score 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. (For the purpose of this determination, a school in Puerto Rico is not considered a U.S. school.) These students are exempt from being assessed on the state-mandated tests of ELA/reading (i.e., Beginning-of-Grade 3 English Language Arts/Reading Test; End-of-Grade (EOG) English Language Arts/Reading assessment; End-of-Course (EOC) English II assessment; English I, English III, and English IV NCFEs). These students are required to participate in the administration of all other state-mandated tests.

Information regarding the testing of students identified as ELs, including a description of the *Word-to-Word Bilingual Dictionary/Electronic Translator* accommodation, can be found in the *North Carolina Testing Program—Guidelines for Testing Students Identified as English Learners* document found at the following address:
http://www.ncpublicschools.org/accountability/policies/slep/.

Students with Transitory Impairments and Section 504 Plans

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

A student is not regarded as an individual with a disability if the impairment is transitory and minor (ADA Amendments Act of 2008, Section 3 [3][B]). A transitory impairment is an impairment with an actual or expected duration of six months or less. A transitory impairment does not constitute a disability for purposes of Section 504 *unless* its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time.

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

On a case-by-case basis where supporting documentation exists, students who are identified as having a transitory impairment (i.e., not Section 504-eligible) may receive 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 by the LEA test coordinator or designee in the provision of the specified accommodations before the test administration.

Addressing the Use of Testing Accommodations

Testing accommodations are not disability-specific; they are child-specific. Additionally, accommodation needs for individual students may differ based on the content area or construct being assessed. An IEP Team or Section 504 Committee may determine that a student who qualifies for special services in one area needs testing accommodations in another area because of the nature of the test. For example, a student with a learning disability in the area of reading may require the use of the *Test Administrator Reads Test Aloud (in English)* accommodation during the administration of a mathematics test. In such cases, the special need identified in one area (e.g., reading) must also affect the other area (e.g., mathematics) during the test administration;

however, the specific need must be justified in the student's current IEP or Section 504 Plan. Another example would be a student with a learning disability only in the area of written expression. If the IEP Team or Section 504 Committee determines that this student needs accommodations during the administration of a reading or mathematics test, the specific need must be justified in the documentation.

Changes in Testing Accommodations before Testing

In order for a student with disabilities to be eligible to receive a testing accommodation, it must be documented in his/her IEP or Section 504 Plan, and the accommodation must be used routinely during instruction and similar classroom assessments. Instructional accommodations can and should be used/changed as appropriate in order to meet the needs of the student; however, to allow sufficient time for the testing accommodations to be considered "routinely used," there should not be additions/changes made to the testing accommodations in the IEP or Section 504 Plan just before testing unless the student's eligibility status has changed (e.g., the student exits EC identification). This policy ensures the student has experience using the accommodations during instruction and similar classroom assessments before testing.

If a student does not have at least thirty (30) school days before the test date to use the accommodation, then its use cannot be considered "routinely used" during instruction or similar classroom assessments. If a student is newly identified as having a disability before testing, any testing accommodations that are documented and implemented should have been used as interventions before identification. The use of testing accommodations that have not been routinely used during instruction or similar classroom assessments may result in a misadministration.

More Than One Accommodation

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

Notifying Students about Accommodations

Notifying students (before the actual test administration date) about the accommodations they will be provided allows students to know what to expect in advance of testing. For example, if the student will be provided the *Test Administrator Reads Test Aloud (in English)* accommodation during the administration of a mathematics test, the IEP Team or Section 504 Committee may have agreed and documented that the test administrator is only to read aloud upon student request. On the other hand, either may have specified that the test administrator is to read all words aloud to the student. Knowing such details beforehand assists the student in preparing for the test administration.

Notifying the student ahead of time gives school personnel the opportunity to address any student concerns before the actual test administration date. For example, when the student is notified about the accommodation before the test date, the student may state he or she does not want to use the accommodation documented on the IEP or Section 504 Plan. This prior knowledge allows the school time to work with the student, parent/guardian, and the IEP Team or Section 504 Committee to resolve the issue beforehand.

Note: Accommodations documented on the IEP or Section 504 Plan must be provided during the test administration regardless of whether a student wants to use them.

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

Once the IEP Team or Section 504 Committee determines which accommodation(s) the student will be provided during the test administration, the procedures to be followed in the event the student declines to use the accommodation(s) during the actual test administration must be discussed. This discussion must be documented in the current IEP or Section 504 Plan. Every effort must be made to ensure IEP or Section 504 Plan requirements are followed, including the use of accommodation(s) when documented in the current IEP or Section 504 Plan.

- Step 1. At the annual review of the IEP or Section 504 Plan, the IEP Team or Section 504 Committee determines and documents the testing accommodations for which a student demonstrates need. Before the test administration date, the student will be notified of which accommodation(s) he or she will be provided during the actual test administration. Documentation of notification should be maintained at the school. The student will also be reminded of the accommodation(s) on the day of testing before the actual test administration. (The team/committee must discuss the procedures to be followed in the event the student declines the use of the accommodation(s) during the actual test administration.) Steps 2–5 below may be unnecessary during the actual test administration if the student uses the documented accommodation(s).

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

- Step 3. If the student continues to decline the use of the accommodation(s), the test is administered without the accommodation(s). The incident must be reported immediately to the school test coordinator to allow any needed changes to the student's

testing time and location. Documentation is made on the state accommodations monitoring form (i.e., Review of Accommodations Used During Testing) indicating the student did not use the accommodation(s). The school test coordinator will notify the exceptional children (EC) teacher or the school Section 504 coordinator and the LEA test coordinator at the conclusion of testing.

- Step 4. Immediately upon completion of testing, on the same day, the parent/guardian is notified by telephone with a follow-up in writing that the accommodation was provided/attempted at the start of the test administration, but the student declined the use of the accommodation. Telephone and written follow-up are to be completed by the student's EC teacher or Section 504 case manager, who manages the IEP or Section 504 Plan development.

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

- Step 6. The IEP Team or Section 504 Committee reconvenes to readdress the recommendations for accommodation(s) and the student's concerns. Either may elect to invite the student to attend the meeting. The Review of Accommodations Used During Testing forms completed during previous test administrations should be reviewed at this meeting to inform testing accommodations decisions. More information on these forms is available in *Section F* of this publication.

Use of Accommodations or Procedures Not Described in This Publication

In the event the IEP Team or Section 504 Committee recommends the provision of an accommodation or procedures not located in this publication, the LEA test coordinator must be notified immediately. An *Accommodation Notification Request Form*, a copy of which is located in Appendix B of this publication, must be completed with the appropriate signatures. The NCDPI must receive the *Accommodation Notification Request Form* within thirty (30) school days of the IEP Team or Section 504 Committee's decision or at least three (3) weeks before the test administration, whichever occurs first. The NCDPI will provide the LEA test coordinator with a written response, advising whether the use of the accommodation(s) or procedures invalidates the results for the test.

Note: Online submission of the *Accommodation Notification Request Form* is available in NC Education in the TNN Test Materials Order System.

Invalid Test Results

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

Discussing the Use of the North Carolina Alternate Assessment

1. The IEP Team must discuss and exhaust the use of appropriate instructional and testing accommodations before considering the need for instruction in the Extended Content Standards and thereby, an alternate assessment. Students with a Section 504 Plan must participate in the general test administration with or without the use of accommodations; they are NOT eligible to participate in an alternate assessment or receive instruction through the Extended Content Standards. IDEA requires (1) **all** students, including those with disabilities, participate in statewide test administrations, and (2) in the event that students with disabilities cannot participate in a general statewide test administration, with or without accommodations, they will participate in the state-alternate assessment.

   At IEP meetings, each member of the IEP Team is to have access to the alternate assessment information located in *Section G: North Carolina Alternate Assessments* so specific procedures for a test administration can be discussed, determined, and documented.

2. When discussing the use of an alternate assessment, the IEP Team must carefully review potential long-term consequences for state and local graduation requirements with all team members, including the parent(s), legal guardian(s), surrogate parent(s), and the student, if age 14 or older. Automatic and blanket use of an alternate assessment for groups of students based on one or more common characteristics, such as a specific disability or low achievement, is prohibited.

3. A careful and complete analysis regarding the decision to use an NCDPI-designated alternate assessment must occur if the IEP Team determines the student cannot meaningfully participate in instruction based on the general content standards and the general statewide test administration, with or without accommodations, for the following state-mandated tests:

   - ACCESS for ELLs (K)
   - ACCESS for ELLs 2.0 (Grades 1–12)
   - North Carolina End-of-Grade Assessments of English Language Arts/Reading (Grades 3–8)
   - North Carolina End-of-Grade Assessments of Mathematics (Grades 3–8)
   - North Carolina End-of-Grade Assessments of Science (Grades 5 and 8)
   - North Carolina End-of-Course Assessments of English II, Math I, and Biology
   - PreACT(Grade 10)
   - ACT (Grade 11)

A decision regarding a student's participation in an alternate assessment must be made and documented in the student's IEP at least one hundred twenty (120) school days before the testing window. Additional information regarding North Carolina alternate assessments is located in *Section G* of this publication.

D. Accessibility Features for All Students

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

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

Description

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

Accessibility Features

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

Online Administrations	Paper-and-Pencil Administrations
Highlighter Tool	Highlighters
	Reading Tracker • A tracking tool guides the student's eyes while reading text. • The reading tracker must be blank/empty on both sides for test administrations.
Color Contrast • Tool that changes background color to provide higher contrast on a computer screen. • The required Online Assessment Tutorial is used to determine a student's preferred alternate background color. • Options for color contrast are black background with yellow font or a background of yellow, green, or gray with black font. • This tool must be preselected in the student interface questions (SIQ) on NC Test in order to be available at the time of testing.	Color Acetate Overlays • A color acetate overlay can change background color to provide the student with higher contrast. • A student may use only one color overlay for testing.

Adapted Mouse • Before testing, test administrators must ensure that any adapted mouse meets the requirements of the NC Testing Program.	
Adapted Pencil • Larger diameter • Modified special grip for a No. 2 pencil • Mechanical No. 2 pencil	
Preferential Seating within the Regular Classroom • Preferential seating within the regular classroom (i.e., not in a separate setting) may be used for students for the administration of all tests within the North Carolina Testing Program. • Preferential seating may be appropriate for students who have difficulty maintaining attention in a group setting, students who use specialized equipment that may be distracting to others, or students with visual impairments who may need special lighting or to sit closer to the front of the room. • Preferential seating must be used routinely during classroom instruction and similar classroom assessments. • All preferential seating must be positioned in such a way that no student is able to see another student's test documents.	
Adaptive Seating • Adaptive seating must be consistent with the seating used routinely during classroom instruction and similar classroom assessments. • Adaptive seating may include, but is not limited to, round tables, standing desks, stability/yoga balls, working on the floor with a clip board, sitting on a couch, or sitting on a floor mat at a table. • All adaptive seating must be positioned in such a way that no student is able to see another student's test documents. • All rooms with adaptive seating designated for testing (including those to which students may be relocated), *must* be approved by the RAC before testing can occur.	
Read Aloud Test Directions • Test administrators can read test directions aloud to students as many times as necessary for students to understand the directions. • Test administrators must not omit, revise, interpret, explain, or paraphrase the test directions. Test directions must be read aloud to students **as written** in the assessment guides.	
Redirection • Test administrators may use proximal clues used routinely in classroom instruction, such as a light tap or gesture, to help maintain student engagement and/or redirect a student's attention to the test. • Test administrators must be sure that redirection is not used in such a way to reflect whether a student has provided correct or incorrect responses to test items. • Redirection must be provided in a consistent manner and must not interfere with the standardization of the test administration.	

Considerations and Instructions for Accessibility Features

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

Questions for Educators

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

1. Does the student use the accessibility feature(s) routinely during classroom instruction and on similar classroom assessments?

2. Is there a noticeable difference in student engagement when the accessibility feature(s) are used vs. not used by the student?

3. If a particular accessibility feature is used, are other students accustomed to its use or will it interfere with other students' testing experiences?

E. Testing Accommodations—Descriptions and Procedures

This section provides information about the approved accommodations for use on state-mandated tests in the North Carolina Testing Program. These accommodations are typically used by students with disabilities, including students identified only under Section 504. When accommodations are provided in accordance with the procedures in this section and a proper test administration, results from the tests are deemed valid. Test administrators are to recognize that the following procedures take precedence over any conflicting regular test procedures in the assessment guides when administering state tests with approved accommodations as described in this publication (e.g., students who use the *Student Marks Answers in Test Book* accommodation must not be given an answer sheet during the actual test administration).

Accommodations Not Described in This Publication. The provision of accommodations other than those in this publication may result in invalid test scores. The process described on page 31 under the *Use of Accommodations or Procedures Not Described in This Publication* subheading must be followed in order to determine if the recommended accommodations will invalidate results of the test.

Note: All accommodations for the English language proficiency test are located in the *WIDA® ACCESS for ELLs 2.0 North Carolina Policy and Procedure Guidance for Annual Testing* document. Accommodation information for the ACT is located in *The ACT Supervisor's Manual State Special Testing*. There are two accommodation options available to students with disabilities for the ACT: (1) ACT-Approved accommodations and (2) Non-College Reportable accommodations. ACT-Approved accommodations result in ACT scores that are fully reportable to colleges, scholarships, and other entities. After a request has gone through the application process, ACT-Approved accommodations are granted based on the documented disability or disorder and the history of the diagnosis. Accommodations applications are reviewed by ACT on a case-by-case basis. Non-College Reportable accommodations, which do not require ACT approval, must be requested through ACT in order to receive the appropriate assessment materials. The ACT scores from Non-College Reportable accommodations administrations are not eligible for submission to colleges, scholarships, or other entities.

ACT encourages students who seek an accommodation on the ACT to first apply for an ACT-Approved accommodation. Those students receiving school accommodations based solely on EL status (no other identification) will only qualify for Non-College Reportable accommodations.

The administration of the PreACT with accommodations is entirely at the discretion of school personnel. There is not an ACT-approval process for students to receive PreACT accommodations; however, accommodation decisions should be supported by the student's IEP, Section 504 Plan or EL plan/documentation.

Role of the IEP Team or Section 504 Committee

Only the IEP Team or Section 504 Committee can determine if a student with a disability will participate in a state-mandated general test administration with or without accommodations, or if eligible, participate in an alternate assessment with or without accommodations.

The decision must be documented in the current IEP or Section 504 Plan. At the IEP Team or Section 504 Committee meeting, each member of the team/committee is to have access to the accommodation information contained within this publication so specific procedures for a test administration can be discussed, determined, and documented. Portions of this document may be copied and distributed to team/committee members before meetings so all members may be familiar with the information.

The IEP Team or Section 504 Committee must discuss specific procedures for accommodation use before making a final decision to avoid any anomalies and misadministrations. The IEP Team or Section 504 Committee has the responsibility of specifying information that will guide the school test coordinator and test administrator when providing accommodations to students (e.g., the approximate amount of extra time to be given in *Scheduled Extended Time* or the number of sessions in *Multiple Testing Sessions*).

Accommodations Tables

The following tables on pages 41–48 contain the accommodations approved for use during state-mandated test administrations.

Approved Accommodations for PAPER-AND-PENCIL Administrations of North Carolina End-of-Grade Assessments at Grades 3–8 for Students with Current IEPs or Section 504 Plans[1]

Accommodation	READY End-of-Grade (EOG) Assessments Paper-and-Pencil Administrations		
	English Language Arts/Reading (Grades 3–8)	Mathematics (Grades 3–8)	Science (Grades 5 and 8)
Assistive Technology Devices	Yes	Yes	Yes
Braille Edition	Yes	Yes	Yes
Braille Writer/Slate and Stylus (Braille Paper)	Yes	Yes	Yes
Cranmer Abacus	Yes	Yes	Yes
Dictation to a Scribe	Yes	Yes	Yes
Interpreter/Transliterator Signs/Cues Test	No[2]	Yes	Yes
Large Print Edition	Yes	Yes	Yes
Magnification Devices	Yes	Yes	Yes
Multiple Testing Sessions	Yes	Yes	Yes
One Test Item Per Page Edition	Yes	Yes	Yes
Scheduled Extended Time	Yes	Yes	Yes
Student Marks Answers in Test Book	Yes	Yes	Yes
Student Reads Test Aloud to Self	Yes	Yes	Yes
Test Administrator Reads Test Aloud (in English)	No[2]	Yes	Yes
Testing in a Separate Room	Yes	Yes	Yes
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)	Yes[3]	Yes[3]	Yes[3]

[1] 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.

[2] Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the English Language Arts/Reading assessment invalidates test results because the assessments measures reading skills. However, test directions in the assessment guides may be read aloud and/or signed/cued during the administration of any state test.

[3] Only students with disabilities who are also identified as English learners (ELs) and have scored below 5.0 Bridging on the most recent administration of the reading subtest of the W-APT/ACCESS for ELLs 2.0® are eligible to receive this state-approved English learner testing accommodation.

Note: To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of the appropriate use of these accommodations.

Approved Accommodations for ONLINE Administrations of North Carolina End-of-Grade Assessments at Grades 3–8 for Students with Current IEPs or Section 504 Plans[1]

Accommodation	READY End-of-Grade (EOG) Assessments Online Administrations		
	English Language Arts/Reading[2] (Grades 6, 7, and 8)	Mathematics[2] (Grades 6, 7, and 8)	Science[2] (Grades 5 and 8)
Assistive Technology Devices	Yes	Yes	Yes
Braille Edition	No	No	No
Braille Writer/Slate and Stylus (Braille Paper)	Yes	Yes	Yes
Cranmer Abacus	Yes	Yes	Yes
Dictation to a Scribe	Yes	Yes	Yes
Student Reads Test Aloud to Self	Yes	Yes	Yes
Test Administrator Reads Test Aloud (in English)	No[3]	Yes	Yes
Computer Reads Test Aloud—Student Controlled	No[3]	Yes[4]	Yes[4]
Interpreter/Transliterator Signs/Cues Test	No[3]	Yes	Yes
Large Print Edition	No[5]	No[5]	No[5]
Magnification Devices	Yes	Yes	Yes
Multiple Testing Sessions	Yes	Yes	Yes
One Test Item Per Page Edition	No[6]	No[6]	No[6]
Scheduled Extended Time	Yes	Yes	Yes
Student Marks Answers in Test Book	No[7]	No[7]	No[7]
Testing in a Separate Room	Yes	Yes	Yes
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)	Yes[8]	Yes[8]	Yes[8]

[1] 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.

[2] The End-of-Grade (EOG) general assessments for English Language Arts (ELA)/Reading and Mathematics are available for online administration at grades 6, 7, and 8 only; the EOG general assessments for Science at grades 5 and 8 are also available for online administrations. The online EOG assessments are also available in paper-and-pencil format.

[3] Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the ELA/Reading assessments invalidates test results because the assessments measure reading skills. However, the test directions in the assessment guides may be read aloud and/or signed/cued during the administration of any state test.

[4] The *Computer Reads Test Aloud—Student Controlled* accommodation is limited in the functionality of what text on the screen is read. 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, nor for application content, menus, embedded tools (e.g., Reset, Flag), error messages, warning/reminder messages, or section/test 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 (in English)* 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.

[5] The *Large Print Edition* accommodation is not an applicable accommodation for online assessments because the font size can be designated as large font for any student before the test administration. If the size of the large font is not sufficient for a student because of his/her disability, this option may be used in conjunction with the *Magnification Devices* accommodation, or a *Large Print Edition* of the paper-and-pencil assessment may be ordered.

[6] The *One Test Item Per Page Edition* accommodation is not an applicable accommodation for online assessments because all assessments are presented one test item at a time on the computer.

[7] *Student Marks Answers in Test Book* accommodation is not an applicable accommodation for the online assessments because the student's responses are entered on the computer.

[8] Only students with disabilities who are also identified as English learners (ELs) and have scored below 5.0 Bridging on the most recent administration of the reading subtest of the W-APT/ACCESS for ELLs 2.0® are eligible to receive this state-approved EL testing accommodation.

Note: To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of the appropriate use of these accommodations.

Approved Accommodations for PAPER-AND-PENCIL Administrations of North Carolina End-of-Course Assessments at Grades 9–12 for Students with Current IEPs or Section 504 Plans[1]

Accommodation	End-of-Course (EOC) Assessments Paper-and-Pencil Administrations
Assistive Technology Devices	Yes
Braille Edition	Yes
Braille Writer/Slate and Stylus (Braille Paper)	Yes
Cranmer Abacus	Yes
Dictation to a Scribe	Yes
Interpreter/Transliterator Signs/ Cues Test	No for English II[2] Yes for Biology and NC Math 1
Large Print Edition	Yes
Magnification Devices	Yes
Multiple Testing Sessions	Yes
One Test Item Per Page Edition	Yes
Scheduled Extended Time	Yes
Student Marks Answers in Test Book	Yes
Student Reads Test Aloud to Self	Yes
Test Administrator Reads Test Aloud (in English)	No for English II[2] Yes for Biology and NC Math 1
Testing in a Separate Room	Yes
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)	Yes[3]

[1] 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.

[2] Reading aloud or signing/cueing the selections, sample questions, test questions, and answer choices from the English II assessment invalidates test results because the assessment measures reading skills. However, test directions in the assessment guides may be read aloud and/or signed/cued during the administration of any state test.

[3] Only students with disabilities who are also identified as English learners (ELs) and have scored below 5.0 Bridging on the most recent administration of the reading subtest of the W-APT/ACCESS for ELLs 2.0® are eligible to receive this state-approved EL testing accommodation.

Note: To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of the appropriate use of these accommodations.

Approved Accommodations for ONLINE Administrations of North Carolina End-of-Course Assessments at Grades 9–12 for Students with Current IEPs or Section 504 Plans[1]

Accommodation	End-of-Course (EOC) Assessments Online Administrations
Assistive Technology Devices	Yes
Braille Edition	No
Braille Writer/Slate and Stylus (Braille Paper)	Yes
Cranmer Abacus	Yes
Dictation to a Scribe	Yes
Interpreter/Transliterator Signs/Cues Test	No for English II[2] Yes for Biology and NC Math 1
Large Print Edition	No[3]
Magnification Devices	Yes
Multiple Testing Sessions	Yes
One Test Item Per Page Edition	No[4]
Scheduled Extended Time	Yes
Student Marks Answers in Test Book	No
Student Reads Test Aloud to Self	Yes
Test Administrator Reads Test Aloud (in English)	No for English II[2] Yes for Biology and NC Math 1
Computer Reads Test Aloud – Student Controlled[5]	No for English II[2] Yes for Biology and NC Math 1
Testing in a Separate Room	Yes
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)	Yes[6]

[1] 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.

[2] Reading aloud or signing/cueing the selections/passages, sample questions, test questions, and answer choices from the English II assessment invalidates test results because the assessment measures reading skills. However, test directions in the assessment guides may be read aloud and/or signed/cued during the administration of any state test.

[3] The *Large Print Edition* accommodation is not an applicable accommodation for online tests because the font size can be designated as large font for any student before the test administration. If the size of the large font is not sufficient for a student because of his/her disability, this option may be used in conjunction with the *Magnification Devices* accommodation or a *Large Print Edition* of the paper-and-pencil test may be ordered.

[4] 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.

[5] The *Computer Reads Test Aloud/Student Controlled* accommodation is limited in the functionality of what text on the screen is read. 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, nor for application content, menus, embedded tools (e.g., Reset, Flag), error messages, warning/reminder messages, or section/test 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 (in English)* 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.

[6] Only students with disabilities who are also identified as English learners (ELs) and have scored below 5.0 Bridging on the most recent administration of the reading subtest of the W-APT/ACCESS for ELLs 2.0® are eligible to receive this state-approved EL testing accommodation.

Note: To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of the appropriate use of these accommodations.

Approved Accommodations for PAPER-AND-PENCIL Administrations of North Carolina Final Exams for Students with Current IEPs or Section 504 Plans[1]

Accommodation	North Carolina Final Exams Paper-and-Pencil Administrations
Assistive Technology Devices	Yes
Braille Edition	Yes
Braille Writer/Slate and Stylus (Braille Paper)	Yes
Cranmer Abacus	Yes
Dictation to a Scribe	Yes
Interpreter/Transliterator Signs/ Cues Test	No for English I, English III, and English IV[2] Yes for all other NCFEs
Large Print Edition	Yes
Magnification Devices	Yes
Multiple Testing Sessions	Yes
One Test Item Per Page Edition	Yes
Scheduled Extended Time	Yes
Student Marks Answers in Test Book	Yes
Student Reads Test Aloud to Self	Yes
Test Administrator Reads Test Aloud (in English)	No for English I, English III, and English IV[2] Yes for all other NCFEs
Testing in a Separate Room	Yes
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)	Yes[3]

[1]To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of the appropriate use if these accommodations.

[2]Reading aloud or signing/cueing the selections/passages, test questions, and answer choices from NCFEs that measure reading comprehension invalidates the results from those tests. However, test directions in the assessment guides may be read aloud and/or signed/cued during the administration of any state test.

[3]Only students with disabilities who are also identified as English learners (ELs) and have scored below 5.0 Bridging on the most recent administration of the reading subtest of the W-APT/ACCESS for ELLs 2.0® are eligible to receive this state-approved EL testing accommodation.

Approved Accommodations for ONLINE Administrations of North Carolina Final Exams for Students with Current IEPs or Section 504 Plans[1]

Accommodation	North Carolina Final Exams Online Administrations
Assistive Technology Devices	Yes
Braille Edition	No
Braille Writer/Slate and Stylus (Braille Paper)	Yes
Cranmer Abacus	Yes
Dictation to a Scribe	Yes
Interpreter/Transliterator Signs/Cues Test	No for English I, English III, and English IV[2] Yes for all other NCFEs
Large Print Edition	No[3]
Magnification Devices	Yes
Multiple Testing Sessions	Yes
One Test Item Per Page Edition	No[4]
Scheduled Extended Time	Yes
Student Marks Answers in Test Book	No
Student Reads Test Aloud to Self	Yes
Test Administrator Reads Test Aloud (in English)	No for English I, English III, and English IV[2] Yes for all other NCFEs
Computer Reads Test Aloud—Student Controlled[5]	No for English I, English III, and English IV[2] Yes for all other NCFEs
Testing in a Separate Room	Yes
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)	Yes[6]

[1]To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of the appropriate use if these accommodations.

[2] Reading aloud or signing/cueing the selections, test questions, and answer choices from the English I, III, and IV North Carolina Final Exams (NCFEs) invalidates test results because the assessments measure reading skills. However, test directions in the assessment guides may be read aloud and/or signed/cued during the administration of any NCFE.

[3] The *Large Print Edition* accommodation is not an applicable accommodation for online tests because the font size can be designated as large font for any student before the test administration. If the size of the large font is not sufficient for a student because of his/her disability, this option may be used in conjunction with the *Magnification Devices* accommodation or a *Large Print Edition* of the paper-and-pencil test may be ordered.

[4] 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.

[5] The *Computer Reads Test Aloud—Student Controlled* accommodation is limited in the functionality of what text on the screen is read. 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, nor for application content, menus, embedded tools (e.g., Reset, Flag), error messages, warning/reminder messages, or section/test 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 (in English)* 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.

[6]Only students with disabilities who are also identified as English learners (ELs) and have scored below 5.0 Bridging on the most recent administration of the reading subtest of the W-APT/ACCESS for ELLs 2.0® are eligible to receive this state-approved EL testing accommodation.

Approved Accommodations for the North Carolina *NCEXTEND1* Alternate Assessments at Grades 3–8, 10, and 11 for Students with Current IEPs[1]

Accommodation	***NCEXTEND1***			
	English Language Arts/Reading Grades 3–8 & 10	**Mathematics** Grades 3–8 & 10	**Science** Grades 5, 8, & 10	**Grade 11**
Braille Materials	Yes	Yes	Yes	Yes
Large Print Materials[2]	Yes	Yes	Yes	Yes
Assistive Technology Devices	Yes	Yes	Yes	Yes
Interpreter/Transliterator Signs/Cues Test	No[3]	Yes	Yes	Yes
Magnification Devices	Yes	Yes	Yes	Yes
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)[4]	Yes	Yes	Yes	Yes
Test Administrator Reads Test Aloud (In English)	***NCEXTEND1*** tests are to be read aloud to all students as specified in the ***NCEXTEND1*** *Assessment Guide* and the Subject-area *Assessor Booklet*[3]			
Multiple Testing Sessions	Yes	Yes	Yes	Yes
Testing in a Separate Room	Yes	Yes	Yes	Yes
Adaptations to NCDPI-Provided Manipulatives[5]	Yes	Yes	Yes	Yes

[1] 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.

[2] Large print materials may be created by the assessor as needed for those students who routinely have print and visual materials enlarged for instructional use. This accommodation may be used ***only*** for the NCDPI-provided manipulatives. The Selection Booklets used in ***NCEXTEND1*** tests of English Language Arts (ELA)/Reading are provided for all students in 22-point font.

[3] For the ***NCEXTEND1*** English Language Arts (ELA)/Reading assessment at grades 3–8 and 10, Selections 1–3 and all items are read aloud to all students. Selection 4 must be read independently by the student. Use of the *Test Administrator Reads Test Aloud (in English)* and/or *Interpreter/Transliterator Signs/Cues Test* accommodation for Selection 4 will result in invalid item scores. The ***NCEXTEND1*** ELA/Reading assessment at grade 11 has only one selection. The assessor must read the selection aloud to the student. The selection and items may be read as many times as necessary.

[4] Only students with disabilities who are also identified as English learners (ELs) and have scored below 5.0 Bridging on the most recent administration of the reading subtest of the W-APT/ACCESS for ELLs 2.0® are eligible to receive this state-approved EL testing accommodation.

[5] Adaptations to NCDPI-provided manipulatives, such as raised lines, enlarged text/pictures, placement of pictures on information boards, and use of student-specific symbols ***are*** allowed. Adaptations to NCDPI-provided manipulatives may be created by the assessor as needed for those students who routinely have adaptations to materials for instructional use. This accommodation may be used ***only*** for the NCDPI-provided manipulatives.

Note: To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of the appropriate use of these accommodations.

Approved Accommodations for the North Carolina College and Career Readiness Alternate Assessments at Grades 10 and 11 for Students with Current IEPs[1]

Accommodations	Students with Current IEPs[2]
Assistive Technology Devices	Yes
Braille Edition	Yes
Braille Writer/Slate and Stylus (Braille Paper)	Yes
Cranmer Abacus	Yes
Dictation to a Scribe	Yes
Interpreter/Transliterator Signs/Cues Test	Yes[3]
Student Reads Test Aloud to Self	Yes
Test Administrator Reads Test Aloud (in English)	Yes[3]
Large Print Edition	Yes
Magnification Devices	Yes
Multiple Testing Sessions	Yes
One Test Item Per Page Edition	Yes
Scheduled Extended Time	Yes
Student Marks Answers in Test Book	Yes
Testing in a Separate Room	Yes
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)[4]	Yes

[1] 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.

[2] Students with disabilities with current IEPs who are also identified as English learners (ELs) may require accommodations because of language proficiency. These must also be documented in the students' IEPs and may include *Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator*, *Multiple Testing Sessions*, *Scheduled Extended Time*, *Student Reads Test Aloud to Self*, *Test Administrator Reads Test Aloud (in English)* and *Testing in a Separate Room.*

[3] The *Test Administrator Reads Test Aloud (in English)* and the *Interpreter/Transliterator Signs/Cues Test* accommodations are available to eligible students for all sections of the CCRAAs (i.e., English, Math, Reading, Science, and grade 11 CCRAA Writing).

[4] Only students with disabilities who are also identified as English learners (ELs) and have scored below 5.0 Bridging on the most recent administration of the reading subtest of the W-APT/ACCESS for ELLs 2.0® are eligible for this accommodation

Note: To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of the appropriate use of these accommodations.

Special Print Versions

The following accommodations are included as Special Print Versions:

- *Braille Edition*
- *Large Print Edition*
- *One Test Item Per Page Edition*
- *Large Print/One Test Item Per Page Edition*

For ordering purposes, special print versions (e.g., *Braille*, *Large Print*, *One Test Item Per Page,* and *Large Print/One Item Per Page Edition*s) must be entered into the LEA-approved accommodations management system (i.e., CECAS, PowerSchool, or an LEA-approved third-party application) at the time of the IEP/504 Committee meeting. Testing accommodations information must be accurate within the accommodations management system to ensure students receive what they need on the day of testing. To ensure adequate production, quality control, and delivery time of the special print versions, the LEA test coordinator must check the ordering page once it is open to ensure that all special print versions have been submitted.

Braille, *Large Print*, *One Test Item Per Page,* and *Large Print/One Test Item Per Page Edition*s as specified in this publication can be ordered from TNN and do not require an *Accommodation Notification Request Form* to be submitted to the NCDPI. Special print versions other than those specified in this publication (e.g., *Large Print* edition in 28-point font), must be requested via an *Accommodation Notification Request Form* as described in the *Use of Accommodations or Procedures Not Described in This Publication* on page 31 of this publication. Orders for accommodated test books will automatically be accompanied by the appropriate accommodated supplemental materials (e.g., large print graph paper).

Braille Edition

A *Braille Edition* accommodation is available for specific tests. Please refer to the tables in Section E (*Testing Accommodations–Descriptions and Procedures*) of this publication for a list of the tests permitting the *Braille Edition* accommodation.

Transition to the Unified English Braille Code (UEB)

On November 2, 2012, the Braille Authority of North America (BANA) voted to adopt Unified English Braille (UEB) as an official code to replace English Braille American Edition (EBAE) in the United States (U.S.). The formal motion approved reads as follows:

"Therefore, it is moved that the Braille Authority of North America (BANA) adopts Unified English Braille to replace the current English Braille American Edition (EBAE) in the United States while maintaining the Nemeth Code for Mathematics and Science Notation, 1972 Revision; the Music Braille Code 1997; and the IPA Braille Code, 2008. The official braille codes for the United States will be Unified English Braille, Nemeth Code for Mathematics and Science Notation, 1972 Revision and published updates; Music Braille Code, 1997; and The IPA Braille Code, 2008."

BANA is working toward implementation of UEB in four phases:

- 2013: Information year—BANA developed and disseminated information about UEB and gathered input from constituents.
- 2014: Infrastructure year—BANA and other organizations planned for procurement and production of braille materials in UEB and developed training materials.
- 2015: Instructional year—Readers, producers, and educators will become proficient in UEB.
- 2016: Implementation year—All new transcriptions will be produced in UEB; educators will teach the code. Devices and software will fully and accurately incorporate UEB. As of the implementation date of January 4, 2016, UEB, Nemeth, Music, and the International Phonetic Alphabet (IPA) will be the official codes for use in the U.S.

North Carolina will gradually transition instructional and assessment-related materials to UEB for literary, math, and technical materials (see Appendix G for the *NC Timeline for Transition to the Unified English Braille Code (UEB).* On September 11, 2015, North Carolina held a stakeholder meeting and the decision was made to transition to UEB in totality which includes Braille code for literary, math, and technical materials.

Description

Assessment materials must be available in the code that is used most efficiently by each test taker as indicated on his/her IEP or Section 504 Plan. Note: For 2016–17, UEB orders can be done on the TNN Ordering Page.

If a *Braille Edition* of the test is provided to the student, as with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

EBAE Literary code and Braille Nemeth code, UEB Literary code and UEB for Math and Technical Materials code reference sheets do not accompany *Braille Edition*s for use during secure state test administrations. The information located on such sheets should be addressed during classroom instruction.

Contracted Braille or "Grade Two" Braille is written with a variety of standard shortcuts for digraphs, parts of words, and entire words. The North Carolina Testing Program produces test editions using contracted Braille.

Uncontracted Braille or "Grade One" Braille is written letter to letter with each word spelled out completely. An *Accommodation Notification Request Form* must be submitted to the NCDPI for the provision of uncontracted Braille test editions.

Students with impaired vision who have less than contracted Braille skills may have the Braille or standard version of the test read aloud while the test administrator or scribe records student responses. (Tests that measure reading skills, such as the EOG ELA/Reading or EOC English II assessments, must not be read aloud, as this would invalidate the students' scores since these tests measure reading skills.) See the information on the *Test Administrator Reads Test Aloud (in English)* accommodation, including information regarding the reading aloud of North Carolina reading tests and consequent validity.

Ordering *Braille Editions*. For ordering purposes, *Braille Editions* must be entered into the LEA-approved accommodations management system (i.e., CECAS, PowerSchool, or an LEA-approved third-party application) at the time of the IEP/504 Committee meeting. Testing accommodations information must be accurate within the accommodations management system to ensure students receive what they need on the day of testing. To ensure adequate production, quality control, and delivery time of the special print versions, the LEA test coordinator must check the ordering page once it is open to ensure that all special print versions have been submitted.

Contracted Braille and UEB Braille can be ordered from TNN and does not require an *Accommodation Notification Request Form* to be submitted to the NCDPI. Braille versions other than those specified in this publication (e.g., uncontracted Braille editions), must be requested via an *Accommodation Notification Request Form* (see the *Use of Accommodations or Procedures Not Described in This Publication* on page 31). Orders for Braille test books will automatically be accompanied by the appropriate accommodated supplemental materials (e.g., Braille periodic table).

Considerations and Instructions

Recording Student Responses. Answers for test items may be marked in the test book, Brailled, dictated to a scribe, or recorded using an assistive technology device (e.g., word processor), as determined by the IEP Team or Section 504 Committee. The accommodation that specifies the method for recording student responses is to be included in the current IEP or Section 504 Plan.

Using a *Braille Edition* in the Regular Classroom. Some students with impaired vision may be able to take the *Braille Edition* test in the regular classroom if responses can be recorded in a manner that does not disturb other students (e.g., marking answers in the test book). Preparations must be made before the test administration in order to accommodate these students.

Regular Copy of Test Book. The test administrator must have a regular copy of the test book in case the student asks questions. The test administrator should ensure the form of the regular test book matches the *Braille Edition* form before beginning the test administration. If the student asks questions during the test and the student is in the regular classroom with other students, caution should be taken. Security of test items must be maintained and distractions must be minimized.

Accommodated Test Item because of Braille Coding. If a test item is accommodated to be consistent with Braille coding, a transcriber's note will be included in the *Braille Edition* that describes how the item has been accommodated.

Background Information Precoded for Student. Before the test administration, the student background information will be precoded on the students' regular scannable answer sheets. When using this accommodation while testing in a separate room with students who do not record their responses directly on the answer sheet, the directions for checking the precoded information (e.g., student's name and other background information) must not be read aloud to the students.

Record Student Name on *Braille Edition*. The student's full name and a second identifier (e.g., PowerSchool Student Number or student date

of birth) must be written legibly on the front of the Braille edition. The recorded information must uniquely identify the student.

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Braille Edition* accommodation is appropriate for the student:

1. Does the student routinely use Braille materials during regular classroom instruction and similar classroom assessments?
2. Are EBA Literary code and Braille Nemeth code, UEB Literary code and UEB Math and Technical Materials code reference sheets available during classroom instruction?
3. What Braille code is being used with instructional materials?
4. Does the student have contracted Braille skills?
5. Assessment materials must be available in the code that is used most efficiently by the student as indicated on the IEP or Section 504 Plan. Are materials orders placed for the appropriate UEB or EBAE Braille editions?
6. How will the student record responses to the *Braille Edition* of the test (i.e., mark in the test book, use a Braille writer, dictate to a scribe, or use an assistive technology device), and is this accompanying accommodation documented in the IEP or Section 504 Plan?
7. Should the student be provided the *Braille Edition* during the test administration in the regular classroom setting or should the student also use the *Testing in a Separate Room* accommodation?
8. Should the student be provided the *Scheduled Extended Time* accommodation?

Collecting, Storing, and Processing Test Materials

Transcribing Student Responses. Because students may record their responses in a manner other than the regular answer document, the test administrator or principal's designee may be required to transcribe the student's responses to the appropriate answer sheet for scoring purposes. If a student's responses require the transcriber to transcribe information from a Braille format (i.e., answers marked in Braille test book or student used a Braille writer), the transcriber must be trained and proficient in reading Braille. The transcription must be double-checked by another designated Braille-proficient school official to ensure no errors occurred. **The transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel).** One individual is to transcribe the

student's responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process. All three individuals must sign the outside cover of the test book. **Only responses on regular answer sheets will be scored. The test administrator must purge any electronic files immediately following the completion of the transcription process. If the responses are not transcribed, test results will be returned as the lowest possible score.** Gridded-response items for the mathematics tests and the short answer items for the English II EOC test and the English III and social studies NCFEs must be transcribed in the manner specified in the assessment guides.

Error Report. If errors in *Braille Edition*s are discovered, a *Special Print Versions Error Report Form*, which is obtained from the LEA test coordinator, must be completed and submitted to the NCDPI/TOPS. See Appendix H.

Storing or Returning Braille Editions. The LEA must follow the procedures in the assessment guide regarding storing or returning *Braille Editions* of state tests. The procedures may vary based on the test administered to the students.

Large Print Edition

A *Large Print Edition* accommodation is available for specific tests. Please refer to the tables in Section E (*Testing Accommodations–Descriptions and Procedures*) of this publication for a list of the tests permitting the *Large Print Edition* accommodation.

North Carolina Online Tests: The *Large Print Edition* accommodation is not an applicable accommodation for online assessments because the font size can be designated as large font for any student before the test administration. If the size of the large font is not sufficient for a student because of his/her disability, the large font option may be used in conjunction with the *Magnification Devices* accommodation, or a *Large Print Edition* of the paper-and-pencil test may be ordered.

Description

The *Large Print Edition* accommodation allows a student to take a test using an enlarged version of the test. NCDPI standard test forms are printed on 8.5" x 11" paper using 12-point Verdana. The NCDPI *Large Print Edition* tests are printed on 11" x 17" paper using 22-point Verdana font. When a test item requires superscript and/or subscript, the text of the superscript and/or subscript is in 22-point Verdana font, and the text in the question and/or answer containing them is enlarged to 33-point Verdana font.

Students typically circle their responses to questions directly on the large print edition of the test (i.e., uses the *Student Marks Answers in Test Book* accommodation as documented in the IEP or Section 504 Plan).

As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Ordering *Large Print Editions*. For ordering purposes, *Large Print Editions* must be entered into the LEA-approved accommodations management system (i.e., CECAS, PowerSchool, or an LEA-approved third-party application) at the time of the IEP/504 Committee meeting. Testing accommodations information must be accurate within the accommodations management system to ensure students receive what they need on the day of testing. To ensure adequate production, quality control, and delivery time of the special print versions, the LEA test coordinator must check the ordering page once it is open to ensure that all special print versions have been submitted.

Large Print Editions can be ordered from TNN and do not require an *Accommodation Notification Request Form* to be submitted to the NCDPI. *Large Print Editions* other than those specified in this publication (e.g., large print 28-point font), must be requested via an

Accommodation Notification Request Form (see the *Use of Accommodations or Procedures Not Described in This Publication* on page 31). Orders for *Large Print Edition*s will automatically be accompanied by the appropriate accommodated supplemental materials (e.g., large print graph paper).

Note: *Large Print/One Test Item Per Page Edition*s printed in 22-point Verdana font can also be ordered from TNN and do not require an *Accommodation Notification Request Form* to be submitted to the NCDPI. *Large Print/One Test Item Per Page Edition*s in a font size other than 22-point Verdana, must be requested via an *Accommodation Notification Request Form* (see the *Use of Accommodations or Procedures Not Described in This Publication* on page 31).

Considerations and Instructions

Magnification Devices. If applicable, the test administrator is to remind students to bring their magnification devices to the test administration site. The students must also have the *Magnification Devices* accommodation documented in their IEPs or Section 504 Plans.

Using a *Large Print Edition* in the Regular Classroom. Some students with impaired vision may be able to take the *Large Print Edition* test in the regular classroom if responses can be recorded in a manner that does not disturb other students (e.g., marking answers in the test book). Preparations must be made before the test administration to accommodate these students.

Background Information Precoded for Student. Before the test administration, the student background information will be precoded on the student's regular scannable answer sheet. When using this accommodation while testing in a separate room with students who do not record their responses directly on the answer sheet, the directions for checking the precoded information (e.g., student's name and other background information) must not be read aloud to the students.

Record Student Name on the *Large Print Edition*. The student's full name and a second identifier (e.g., PowerSchool Student Number or student date of birth) must be legible on the front of the *Large Print Edition.* The recorded information must uniquely identify the student.

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Large Print Edition* accommodation is appropriate for the student:

1. Does the student routinely use large print materials during regular classroom instruction and similar classroom assessments?

2. How will the student record responses to the *Large Print Edition* of the test (mark in the test book, use a Braille writer, dictate to a scribe, or use an assistive technology device), and is this accompanying accommodation documented in the IEP or Section 504 Plan?

3. Does the student need the *Magnification Devices* accommodation?

4. For tests available online, is the large font option more appropriate than the *Large Print Edition* accommodation?

5. Does the student need the *Scheduled Extended Time* accommodation?

6. Does the student need an edition that is both large print and one test item per page? If so, a *Large Print/One Test Item Per Page Edition* can be ordered from TNN and does not require an *Accommodation Notification Request Form* to be submitted to the NCDPI. The IEP Team or Section 504 Committee should be aware that the combination of these accommodations produces a large document, both in the size of paper (same size paper [11" x 17"] as the *Large Print Edition*) and in the number of pages.

7. The **standard *Large Print Edition* uses 22-point Verdana font**. The IEP Team or Section 504 Committee, if considering another font size, should determine whether a minimal increase or decrease in font size is required by the student. If a larger font is required, has the team considered using the standard *Large Print Edition* in conjunction with the *Magnification Devices* accommodation?

Collecting, Storing, and Processing Test Materials

Transcribing Student Responses. Because many students mark their responses in the *Large Print Edition* booklets, the test administrator or principal's designee must transcribe the student's responses to the appropriate answer sheet for scoring purposes. The transcription must be double-checked by another designated school official to ensure no errors occurred. **The transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel).** One individual is to transcribe the student's responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process. All three individuals must sign the outside cover of the test book. **Only responses on regular answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score.** Gridded-response items for the mathematics tests and the short answer items for the English II EOC test and English III and social studies NCFEs must be transcribed in the manner specified in the assessment guides.

Error Report. If errors in the *Large Print Edition*s are discovered, a *Special Print Versions Error Report Form*, which is obtained from the LEA test coordinator, must be completed and submitted to the NCDPI/TOPS. See Appendix H.

Storing or Returning *Large Print Editions*. The LEA must follow the procedures in the assessment guide regarding storing or returning *Large Print Edition*s of state tests. The procedures may vary based on the test administered to the students.

One Test Item Per Page Edition

The *One Test Item Per Page Edition* accommodation is available for specific tests. Please refer to the tables in Section E (*Testing Accommodations–Descriptions and Procedures*) of this publication for a list of the tests permitting the *One Test Item Per Page Edition* accommodation.

North Carolina Online Tests. 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.

Description

The *One Test Item Per Page Edition* accommodation provides one test question on each page. Each 8.5" x 11" page contains standard-size font (12-point Verdana). It is printed one-sided and comes unbound. Reading selections and test items are in the same format as a regular test book. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments so the student has the opportunity to become familiar and comfortable with the use of the accommodation before the actual test administration.

It should be noted that the number of test book pages will increase because of this accommodation, and it may be appropriate to also provide the student with the *Multiple Testing Sessions* accommodation. If *Multiple Testing Sessions* is appropriate, the student may be provided with a certain number of test pages at a time to avoid overwhelming the student with the thickness of the complete test.

Ordering *One Test Item Per Page Editions*. For ordering purposes, special print versions *One Test Item Per Page Edition*s must be entered into the LEA-approved accommodations management system (i.e., CECAS, PowerSchool, or an LEA-approved third-party application) at the time of the IEP/504 Committee meeting. Testing accommodations information must be accurate within the accommodations management system to ensure students receive what they need on the day of testing. To ensure adequate production, quality control, and delivery time of the special print versions, the LEA test coordinator must check the ordering page once it is open to ensure that all special print versions have been submitted.

*One Test Item Per Page Edition*s can be ordered from TNN and do not require an *Accommodation Notification Request Form* to be submitted to the NCDPI.

Note: *Large Print/One Test Item Per Page Editions* printed in 22-point Verdana font can also be ordered from TNN and do not require an *Accommodation Notification Request Form* to be submitted to the NCDPI. *Large Print /One Test Item Per Page Editions* in a font size other than 22-point Verdana, must be requested via an *Accommodation Notification Request Form* (see the *Use of Accommodations or Procedures Not Described in This Publication* on page 31).

Using *One Test Item Per Page Edition* in Regular Classroom. Some students with visual-discrimination difficulties may be able to take the *One Test Item Per Page Edition* test in the regular classroom if responses can be recorded in a manner that does not disturb other students (e.g., marking answers in test book). Preparations must be made before the test administration to accommodate these students.

Background Information Precoded for the Student. Before the test administration, the student background information will be precoded on the student's regular scannable answer sheet. When using this accommodation while testing in a separate room with students who do not record their responses directly on the answer sheet, the directions for checking the precoded information (e.g., student's name and other background information) must not be read aloud to the student.

Record the Student Name on *One Test Item Per Page Edition*. The student's full name and a second identifier (e.g., PowerSchool Student Number or student date of birth) must be legible on the front of the *One Test Item Per Page Edition*. The recorded information must uniquely identify the student.

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *One Test Item Per Page Edition* accommodation is appropriate for the student:

1. Does the student routinely use one test item per page materials during regular classroom instruction and similar classroom assessments?

2. Does the student have visual-discrimination difficulties?

3. Will the student need the *Multiple Testing Sessions* accommodation?

4. How will the student record responses to the *One Test Item Per Page Edition* of the test (e.g., mark in the test book, use a Braille writer, dictate to a scribe, or use an assistive technology device),

and is this accompanying accommodation documented in the IEP or Section 504 Plan?

Collecting, Storing, and Processing Test Materials

Transcribing Student Responses. If students mark their responses in the *One Test Item Per Page Editions*, the test administrator or principal's designee must transcribe the students' responses to the appropriate multiple-choice answer sheets for scoring purposes. The transcription must be double-checked by another designated school official to ensure no errors occurred. **The transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel).** One individual is to transcribe the student's responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process. All three individuals must sign the outside cover of the test book. **Only responses on regular answer sheets will be scored**. **If the responses are not transcribed, test results will be returned as the lowest possible score.** Gridded-response items for the mathematics tests and the short answer items for the English II EOC test and the English III and social studies NCFEs must be transcribed in the manner specified in the assessment guides.

Error Report. If errors in *One Test Item Per Page Editions* are discovered, a *Special Print Versions Error Report Form*, which is obtained from the LEA test coordinator, must be completed and submitted to the NCDPI/TOPS. See Appendix H.

Storing or Returning *One Test Item Per Page Editions*. The LEA must follow the procedures in the assessment guide regarding storing or returning the *One Test Item Per Page Editions*. The procedures may vary based on the test administered to the students.

Assistive Technology (AT) Devices and Special Arrangements

The following accommodations are included as Assistive Technology (AT) Devices and Special Arrangements:

- *AT Devices*
- *Dictation to a Scribe*
- *Interpreter/Transliterator Signs/Cues Test*
- *Student Marks Answers in Test Book*
- *Student Reads Test Aloud to Self*
- *Test Administrator Reads Test Aloud (in English)*
- *Computer Reads Test Aloud—Student Controlled*
- Other AT Devices:
    - *Braille Writer/Slate and Stylus* (*Braille Paper*)
    - *Cranmer Abacus*
    - *Magnification Devices*

AT Devices

The *AT Devices* accommodation may be used with any state-mandated test, as long as the results from the test administration are not invalidated by the use of the AT device(s). **(Please refer to the tables in Section E (*Testing Accommodations–Descriptions and Procedures*) of this publication for a list of the tests permitting the *AT Devices* accommodation.**

Examples of AT device usage that invalidate test results include, but are not limited to, the following:

1. use of AT devices that read aloud North Carolina tests which are designed to measure reading comprehension; and
2. use of a calculator during the administration of the calculator inactive part of a North Carolina mathematics test.

Note: IEP Teams and Section 504 Committees are to review information located in the *Use of Accommodations or Procedures Not Described in This Publication* on page 31 before making the final decision to use AT devices that will invalidate test scores. **When school-based personnel have questions regarding appropriate AT devices, such as the potential for an AT device to invalidate the results of the test, the LEA test coordinator must be contacted.** The LEA test coordinator will contact the RAC for further clarification regarding the use of AT devices.

Description

Students may use AT devices as testing accommodations when appropriate. As with all accommodations for North Carolina tests, (1) the specific AT device to be used must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments. The principal or his/her designee, usually the school test coordinator, shall arrange for student access to the appropriate AT device during the scheduled test administration.

Considerations and Instructions

Using *AT Devices* in the Regular Classroom. Preparations must be made before the test administration to accommodate students who are able to use the *AT Devices* accommodation during the scheduled test administration in the regular classroom.

Background Information Precoded for the Student. Before the test administration, the student background information will be precoded on the student's regular scannable answer sheet. When using this accommodation while testing in a separate room with students who do not record their responses directly on the answer sheet, the directions for checking the precoded information (e.g., student's name and other background information) must not be read aloud to the student.

The test administrator must check the AT device (e.g., computer) before the test administration to ensure it is in working order. Any files saved to the equipment must be deleted before testing. If the student is keying responses on a computer, the student must be reminded to save the file periodically during the testing session. However, at the end of the test administration, the saved file must be deleted.

The following are examples of technologies that may be specified as part of an *Assistive Technology* accommodation for any state test, including alternate assessments, unless otherwise noted:

1. Students may use low-technology devices such as
   - clipboards,
   - dry erase boards and markers,
   - slant boards.

   Note: If using a clipboard, dry erase board with markers, or a slant board the student must be tested individually or positioned in such a location that no other student is able to see the student's test documents.

2. Students may use sensory techniques such as
   - chewing gum,
   - hand fidget,
   - weighted blanket/vest.

3. Students may use amplification devices such as
   - personal hearing aids,
   - classroom FM systems,
   - cochlear implants, and
   - whisper phones/PVC pipes

   Students provided the whisper phone/PVC pipe accommodation must also be provided the *Testing in a Separate Setting* (one-on-one) accommodation to ensure that other test takers are not disturbed. Students may use personal hearing aids, classroom FM systems, and cochlear implants to hear instructions read aloud by the test administrator as part of the standard test administration and/or words read aloud by the test administrator if the *Test Administrator Reads Test Aloud (in English)* accommodation is used. Students provided the *Test Administrator Reads Test Aloud (in English)* accommodation must also be provided the *Testing in a Separate Room* accommodation (small group or one-on-one). The use of the *Test Administrator Reads Test Aloud (in English)* accommodation during the administration of any state test that measures reading comprehension invalidates the results of the test.

4. Student may use special lighting (specific type, e.g., 75 Watt incandescent light on desk)

5. Students may use diabetes glucose meters and insulin pumps if they are part of their Diabetes Medical Management Plan or doctor's orders. Students requiring a cellular device to communicate with a glucose monitor are able to have the phone in the testing room. However, the test administrator must ensure that the phone is kept away from other students and is not used for any reason other than to communicate with the continuous glucose monitor.

   To take care of their diabetes needs (e.g., having a snack to treat hypoglycemia), students may require additional accommodations, such as having access to a snack to treat hypoglycemia, *Scheduled Extended Time*, *Multiple Testing Sessions*, or *Testing in a Separate Room*. Note: Diabetic students wearing insulin pumps, using glucose meters, or requiring snacks do not have to test in a separate room if these accommodations have been used routinely during classroom instruction, and similar classroom assessments and their classmates are accustomed to the diabetes management care procedures (e.g., snacking, checking blood levels, insulin pumps/glucose meters beeping).

6. Students may use speech recognition systems (i.e., students dictate commands and responses to the computer) as an accommodation. If using speech recognition systems, the student must also receive the *Testing in a Separate Room* (one-on-one) accommodation.

7. Students may use talking word processors/screen-reading software (i.e., the computer reads aloud what the student has entered) as an accommodation. Note: If using talking word processors/screen-reading software, the student must use headphones. If the student does not use headphones, he/she must also receive the *Testing in a Separate Room* (one-on-one) accommodation.

8. Students may use keyboarding devices. The student may use a typewriter, word processor, or electronic Braille note taker during the test administration.

9. Alternative/customized keyboards, "sticky keys," touch screens, and trackballs may be used as accommodations unless use of the AT device would invalidate test results.

10. Screen-enlarging programs may be used as an accommodation.

11. Students may use the accessibility options of an operating system if a computer is being used. Examples are filter keys, toggle keys, and high-contrast settings. These options may be used as accommodations unless their use would invalidate test results.

12. Students may use audiotapes to record responses during the administration of state tests. For example, a student may record his or her responses on an audiocassette. If using audiotapes to record responses, the student must also receive the *Testing in a Separate Room* (one-on-one) accommodation. Either the student or a scribe can transfer the student responses to the regular test document/answer sheet. If a scribe is transferring the student's responses, someone other than the original transcriber must check the transcription for accuracy. **The transcription and verification must occur under secure conditions in a group setting (i.e., three or more school personnel).** One individual is to transcribe the student responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process. All three individuals must sign the outside cover of the test book. Once this is completed, the audiocassette must be securely destroyed. The LEA is to supply the materials needed to provide this accommodation.

13. Students who regularly use an eye gaze device and/or software during daily written work and instruction and for similar assessments may use that same technology during testing (online and paper-and pencil). All requirements for a word processor accommodation must be followed when using an eye gaze system.

14. Students who regularly use an interactive whiteboard during daily written work and instruction and for similar assessments may use the same technology during testing. Online tests can be projected onto an interactive whiteboard for a student to access the assessment. The board and/or attached machine must not save or maintain any portion of the secure test(s). The test must be administered in a one-on-one separate setting. Staff must ensure that test items are not visible to others.

Note: If an AT Device is used within NCTest, test administrators must ensure the software is compatible with the NCTest Chrome App, NCTest secure browser, or NCTest iPad App and does not cause the App or browser to close when the technology is used. The functionality of the software can be tested through the use of the Online Tutorial and/or Online Released Items for the assessment. Any program or software that sends information presented on the screen to a third party vendor's server must not be used in conjunction with NCTest.

Technology that Reads Tests Aloud. North Carolina reading tests are designed to measure reading comprehension. If a student uses an AT device that reads an ELA/reading test aloud to the student, the test results will be invalid. IEP Teams and Section 504 Committees must review information in the *Use of Accommodations or Procedures Not Described in This Publication* on page 31 before making the final decision to use AT devices that will invalidate test scores. North Carolina reading tests include (1) the Beginning-of-Grade 3 English Language Arts/Reading Test; (2) the EOG English Language Arts/Reading assessments; (3) the EOC English II assessment; and (4) the English I, English III, and English IV NCFEs. AT devices that read tests aloud include speech synthesizer/screen-reader software and optical character recognition (OCR)/scanners.

AT devices that read tests aloud will not invalidate the results of the test when used during the administration of the (1) EOG mathematics and science tests; (2) the EOC Biology and NC Math 1 tests; and (3) the mathematics, science, and social studies NCFEs.

Using a Scanner with Secure State Tests. In the event that the LEA wishes to use a scanner to scan a secure state test in order to provide an accommodation to a student with a disability, the LEA must send a written request to the Director of the NCDPI Division of Accountability Services. The written request must address how test security will be maintained. The NCDPI will determine if the secure state test can be scanned and also address copyrighted material that the state does not have permission to scan.

Electronic Braille Note Takers. An electronic Braille note taker performs the functions of a word processor, note taker, and calculator. All input is through a Braille keyboard, and output is either through synthesized speech or a Braille display. Usually, there is not a monitor associated with these note takers. They can be connected with printers or Braille embossers to produce written output. The calculator of these note takers may be used during the administration of state tests that allow calculator use; however, if it is used during the administration of a state test that does not allow the use of calculators (e.g., calculator inactive part of the EOG and EOC mathematics tests), the test results are invalid. The calculator on these devices often can be disabled, so the test administrator must ensure the student uses the device as specified by the IEP Team or Section 504 Committee.

Calculators. To receive valid test scores, students may use calculators as accommodations only when calculator use is part of the standard test administration. The policies and procedures for calculator use are located in each assessment guide. The following information reflects the policies and procedures in place at the time of this publication; however, as curricula and technology change, the policy concerning

calculator use with North Carolina tests will be reevaluated. The LEA test coordinator can present updates.

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) from all calculators, including personal calculators that will be used during each administration of the test. Only the test administrator or principal's designee is allowed to carry out this procedure. Comprehensive clearing procedures for calculators most frequently used in the state are available at http://www.dpi.state.nc.us/accountability/testing/eog/math/.

1. *Talking* and *Large Key Calculators*. Students may use "talking" calculators or large key calculators as an *AT Device* accommodation, and receive valid test results *only* when calculator use is part of the standard test administration.

   Note: Students using "talking" calculators must either use headphones or receive the *Testing in a Separate Room* (one-on-one) accommodation so as not to disturb other students during the test administration.

2. *Calculators That Print*. Students may use calculators that print as an *AT Device* accommodation and receive valid test results *only* when calculator use is part of the standard test administration. **If a student uses a calculator that prints, those printed materials are secure test materials that must be recycled/destroyed in a secure manner at the central office level.**

3. *Graphing Calculator Use through Software Programs.* Students may use graphing calculators during designated state tests and receive valid test results *only* when calculator use is part of the standard test administration. For those students who require auditory and tactual access to graphing calculators, the IEP Team or Section 504 Committee may determine that the students may use software programs approved by the NCDPI Division of Accountability Services/North Carolina Testing Program. (The software programs must be approved through the *Accommodation Notification Request Form* process in order to ensure validity of test results.) The student must use the program on a consistent basis during regular classroom instruction and similar classroom assessments, and the calculator must operate independently during the test administration. Immediately following the test administration, any saved files that contain test items must be purged, and any

embossed test items created by the software program must be recycled/destroyed in a secure manner at the central office level. For more information on graphing calculator accessibility, contact the NCDPI Exceptional Children Division.

Note: Students are not allowed to share calculators during test administrations, nor are they allowed to use calculators with the following functionalities:

- Calculators with wireless communication technologies (e.g., Bluetooth, Infrared, and IEEE 802.11)
- 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, tablet, or laptop/notebook computers, unless specifically approved
- Calculators built into cell phones or other electronic communication devices (Note: Cell phones/electronic devices are not permitted during state test administrations.)
- Calculators in pen-input/stylus driven devices (e.g., palm-based devices, tablets, laptop/notebook and computers) Note: Students participating in online assessments may use computers or electronic devices to respond to test items if the computers/devices meet all technical requirements listed at http://center.ncsu.edu/nct/.
- 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 LEA test coordinator believes calculator brands other than those listed below may need to be restricted, then he or she must contact the RAC for confirmation before excluding them.

- Texas Instruments: All model numbers that begin with TI-89 or TI-92, Voyage 200, Nspire CAS (TI-Nspire CX CAS and TI-NSpire CAS with Touchpad)

- Hewlett-Packard: HP 48GII and all models 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
- Virtual calculators, downloaded calculators, and calculator apps
- Calculators accessible by desktop, laptop, or other devices (e.g., iPad and Chromebook)

Texas Instruments TI-Nspire calculators without CAS are allowed only in the following two cases: (1) with a 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.

Use of Assistive Technology Devices not Specifically Listed in This Publication

In the event the IEP Team or Section 504 Committee recommends the use of an assistive technology device that is not specifically listed in this publication, the team/committee should follow the steps described in *Use of Accommodations or Procedures Not Described in This Publication* located on page 31.

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *AT Devices* accommodation is appropriate for the student:

1. Does the student routinely use the assistive technology device during regular classroom instruction and similar classroom assessments?

2. North Carolina English Language Arts/Reading Tests. If the IEP Team or Section 504 Committee is considering the use of an assistive technology device that reads aloud a state test that measures reading comprehension, has there been discussion about the test results not being valid and the implications of invalid test results? The IEP Team/Section 504 Committee may refer to the subheading *Invalid Test Results* on page 31 of this publication to review a statement regarding invalid test results for North Carolina tests.

3. North Carolina Mathematics Tests and Calculators. If the IEP Team or Section 504 Committee is considering the use of a calculator during the administration of a state test that does not permit the use of calculators, has there been discussion about the test results not being valid? The IEP Team/Section 504 Committee may refer to the subheading *Invalid Test Results* on page 31 of this publication to review a statement regarding invalid test results for North Carolina tests.

4. Does the student require auditory and tactual access to a graphing calculator during the state test administration? If so, has the IEP Team or Section 504 Committee requested approval of the software program(s) through the *Accommodation Notification Request Form* process in order to ensure the use of the software will not invalidate test results?

Collecting, Storing, and Processing Test Materials

Transcribing Student Responses. If the student's responses are not located directly on the answer sheet because of the use of the AT device, the test administrator or principal's designee must transcribe the responses to the appropriate answer sheet for scoring purposes. The transcription must be double-checked by another designated school official to ensure no errors occurred. **The transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel).** One individual is to transcribe the student responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process. All three individuals must sign the outside cover of the test book. **Only responses on regular answer sheets will be scored**. The test administrator must purge any electronic files immediately following the completion of the transcription process. **If the responses are not transcribed, test results will be returned as the lowest possible score.** Gridded-response items for the mathematics tests and short answer items for the English II EOC test and the English III and social studies NCFEs must be transcribed in the manner specified in the assessment guides.

The test administrator must follow the regular procedures for processing test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Dictation to a Scribe

The *Dictation to a Scribe* accommodation is available for specific tests. Please refer to the tables in Section E (*Testing Accommodations–Descriptions and Procedures*) for a list of the tests permitting the *Dictation to a Scribe* accommodation.

Description

The *Dictation to a Scribe* accommodation allows a student to dictate his/her responses to test questions to a scribe who records the responses. The scribe administers this accommodation only to one student at a time during a test session. The student must be tested in a separate setting. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

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.

Note: Because two trained test administrators will be present during the test administration when the *Dictation to a Scribe* accommodation is provided, a proctor is not required.

For paper-and-pencil tests, if the student can efficiently use a keyboard, the IEP Team or Section 504 Committee may wish to consider the use of the *AT Devices* accommodation instead of the *Dictation to a Scribe* accommodation. According to a report by the National Center on Educational Outcomes:

> "If students are unable to handwrite, but can efficiently type on a computer, a computer response accommodation should be considered prior to a dictated response accommodation." [5]

For online administrations, the scribe is to record the student's responses directly on the computer, and the test administrator is to verify the transcription. Following the test administration, both the test administrator and scribe must sign a statement of validation as to the accuracy of the transcription.

[5]Thurlow, M., & Bolt, S. (2001). *Empirical support for accommodations most often allowed in state policy* (Synthesis Report 41). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes, 13. Retrieved December 15, 2002, from the World Wide Web: http://www.cehd.umn.edu/NCEO/OnlinePubs/Synthesis41.html.

Considerations and Instructions

Role of the IEP Team or Section 504 Committee. Consistent with the student's need owing to the nature of his/her disability, the scribe may record the student's responses directly on a clean sheet of paper, on the answer sheet, in the test book, or on the computer (online test administration). Dictation may also be recorded using a keyboarding device (e.g., typewriter or word processor). The IEP Team or Section 504 Committee makes the final decision after reviewing these options for each state test. The decision regarding the method of recording the student's responses must be documented in the IEP or Section 504 Plan.

Identifying the Scribe. Before test day, the student should know the identity of the scribe. The scribe should be familiar with and have experience scribing for the student. If the scribe is unfamiliar with the student, then the scribe and student should have the opportunity to practice the scribing process together prior to taking the assessment.

Role of the Scribe. The scribe must transcribe responses verbatim from the student and may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate (or sign) words or parts as needed. The scribe should be informed of the preferred method or format for recording the student's response before the date of the assessment.

Multiple-Choice Items. For use of this accommodation during the administration of multiple-choice items, the student may indicate responses directly to the scribe in different ways. Examples of how a student may indicate answer choices include, but are not limited to (a) dictating the letter of the answer choice to the scribe, (b) reading aloud the entire answer choice, or (c) pointing to the correct answer choice.

Constructed Response (CR) Items. For use of this accommodation during the administration of constructed response (CR) items, the student dictates his/her response to the scribe, and the scribe records the student's response verbatim. A student using a scribe must be provided the same opportunity as other students to plan and draft a constructed response. The scribe may write an outline, plan, or draft as directed by the student. The scribe must record the draft response or outline exactly as dictated without any cueing and guidance to the student.

Student Signs/Cues to the Scribe during the Administration of Short Answer Items. In the event that a student signs/cues his/her response to the scribe during the administration of the constructed response items, 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.

Procedures during Actual Test Administration. The test administrator must review the regular test administration procedures in the assessment guide before the test administration day and omit general directions that are not applicable for students provided with this accommodation (e.g., asking if students have pencils).

The scribe must only record/write/print what the student dictates.

To ensure the validity of the test, students provided the *Dictation to a Scribe* accommodation must also be provided the *Testing in a Separate Room* accommodation (one-on-one).

Student Proofreads Responses. Each student must be notified before the test administration that he or she must proofread the response(s). The scribe must allow the student to review the scribed responses in order to make edits. *The scribe cannot provide the student with any directions or clues about how to proofread the dictated responses.* The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the test session.

Note: If the *Dictation to a Scribe* accommodation is used in conjunction with the *Test Administrator Reads Test Aloud (in English)* accommodation, the scribe may read the student's dictated response aloud to the student during proofing. If the *Test Administrator Reads Test Aloud (in English)* accommodation is not to be provided, the scribe must not read the student's dictated response aloud to the student during proofing. Instead, the student must read his or her dictated response.

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Dictation to a Scribe* accommodation is appropriate for the student:

1. Does the student routinely use the *Dictation to a Scribe* accommodation during regular classroom instruction and similar classroom assessments?

2. If the student can efficiently use a keyboard, should the student use the *AT Devices* accommodation instead of the *Dictation to a Scribe* accommodation?

3. Will the scribe have had prior experience working with the student?

4. Will the student be notified before the test administration date that he/she must proofread the dictated responses?

5. How will the scribe record student responses (e.g., use a clean sheet of paper, code the answer sheet, write in the test book, enter responses directly on a computer [online test administrations], or use a keyboarding device and transfer student responses at a later time)?

6. For multiple-choice items, will the student dictate to the scribe by (a) saying the letter of the answer choice, (b) reading aloud the entire answer choice, or (c) pointing to the correct answer choice?

7. If the student will be provided this accommodation, has the *Testing in a Separate Room* accommodation been discussed?

Collecting, Storing, and Processing Test Materials

Transcribing Student Responses. After the testing session, if the student's response(s) must be transcribed, the responses must be transferred to the appropriate answer sheet. Someone other than the original transcriber must check the transcription in order to ensure accuracy. **The transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel).** One individual is to transcribe the student's responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process. All three individuals must sign the outside cover of the test book. The answer sheet must then be processed following regular procedures. **Only responses on regular answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score.** Gridded-response items for the mathematics tests and short answer items for the English II EOC test and the English III and social studies NCFEs must be transcribed in the manner specified in the assessment guides.

The LEA must follow the procedures in the assessment guide regarding the storage or return of materials when using the *Dictation to a Scribe* accommodation (e.g., student responses recorded on a separate sheet of paper by the scribe instead of being recorded directly on an answer sheet). The procedures may vary depending on the test administered to the students.

Interpreter/Transliterator Signs/Cues Test

The *Interpreter/Transliterator Signs/Cues Test* accommodation is available for specific tests. Please refer to the tables in Section E (*Testing Accommodations–Descriptions and Procedures*) for a list of the tests permitting the *Interpreter/Transliterator Signs/Cues Test* accommodation.

North Carolina English Language Arts/Reading Tests: If the *Interpreter/Transliterator Signs/Cues Test* accommodation is provided during the administration of North Carolina tests that measure reading comprehension (i.e., selections, sample questions, test questions, or answer choices are signed/cued to the student), the test results are invalid. North Carolina tests that measure reading comprehension are listed below:

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

Note: IEP Teams and Section 504 Committees must review information located in the *Use of Accommodations or Procedures Not Described in This Publication* on page 31 before making the final decision to use accommodations that will invalidate test results.

Description

The *Interpreter/Transliterator Signs/Cues Test* accommodation allows a student to use the services of an interpreter or transliterator to sign or cue the directions and the content of a test during the test administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Each test site must have (a) a test administrator who reads the information aloud (e.g., directions, test questions) and (b) a qualified interpreter/transliterator who signs/cues to the students. The test administrator and interpreter/transliterator must attend all test administrator training sessions provided before testing. It is important that the school use an interpreter/transliterator who is familiar with and has experience signing/cueing for the students.

Note: One person may fulfill the requirements as described in (a) and (b). However, in this situation a trained proctor should be assigned to the test administration. The proctor assigned can be either (1) a one-on-one, full-time proctor or (2) a roving proctor.

The interpreter must be proficient in sign language or the student's individual communication modality. The interpreter must not fingerspell words that have a commonly used sign. Test items may not be clarified in any manner.

Considerations and Instructions

Reviewing Secure Test Items before Testing. Because the interpreter/transliterator must be familiar with the concepts of the test questions, he or she is allowed to review the test up to two days before testing. The review must occur under secure conditions in a group setting (i.e., three or more designated school personnel). If necessary, the interpreter/transliterator may make notes regarding the signs to use during the test administration in the test book that will be used during the test administration. The school test coordinator must ensure the interpreter/transliterator is given the same test book to refer to during the test administration. During the review, no notes may be made on separate paper and no test book or other test materials may be removed from the secure location. The interpreter/transliterator must not disclose the content or specific items of the test. Test security must be maintained at all times.

Note: The early review of the test by an interpreter/transliterator is only available for paper-and-pencil tests. Online tests are not viewable before the actual test administration. Because of online delivery, one form of the test cannot be selected for a student.

Procedures during the Actual Test Administration. Test administrators are not allowed to sign/cue two or more different test forms to a group of students during one test administration session.

The directions in the assessment guide that the test administrator reads aloud to students may be signed/cued during the administration of any North Carolina state-mandated test, including state tests that measure reading comprehension.

Test items and answer choices for state tests that do not measure reading comprehension may be signed/cued the number of times necessary to ensure comprehension but in a manner that does not indicate the correct response or teach vocabulary and concepts (e.g., do not sign/cue definitions of words).

Note: **To ensure the validity of the test, students provided the *Interpreter/Translator Signs/Cues Test* accommodation must also be provided the *Testing in a Separate Room* accommodation (small group or one-on-one).**

Frames. When necessary, introductory statements for selections, referred to as frames, are included in test books and online for some tests of English language arts/reading. A frame is included to provide background information about the selection. An example of a necessary frame is one that cites an historical time period for the setting of a selection or additional relevant information not included in the selection. Signing/cueing frames to students during the administration of North Carolina reading comprehension tests invalidates the test results

because the frames provide some information regarding the selection/passage.

Home Signs. A "home sign" is a sign created in the classroom setting between the interpreter and the student for a commonly used subject-specific word for which there is no sign. Anytime there is a standard sign for a word or concept, that standard sign must be used during the test administration. In the event there is no standard sign and a home sign is available, the home sign may be used during the administration of a secure state test as long as the home sign will not indicate the answer. **The home sign may not be used if it will indicate the answer.** Home signs are not to be created during the administration of a secure state test.

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

North Carolina English Language Arts/Reading Tests. If the *Interpreter/Transliterator Signs/Cues Test* accommodation is provided during the administration of North Carolina tests that measure reading comprehension, the test results are invalid.

North Carolina Online Tests. For North Carolina tests administered online, the use of an extra computer monitor is permitted if deemed necessary to facilitate the provision of the *Interpreter/Transliterator Signs/Cues Test* accommodation. If an extra computer monitor is used, it must be set as a duplicate of the student's monitor and not as a desktop extension.

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Interpreter/ Transliterator Signs/Cues Test* accommodation is appropriate for the student:

1. Does the student routinely use the *Interpreter/Transliterator Signs/Cues Test* accommodation during regular classroom instruction and similar classroom assessments?

2. Is the use of an interpreter or transliterator the student's typical mode of communication?

3. Does the interpreter/transliterator have prior experience working with the student?

4. Because a test administrator will read the test aloud to the interpreter/transliterator, has the *Testing in a Separate Room* accommodation been addressed?

5. Does the interpreter/transliterator require a special setup of an extra computer monitor or other visual device to sign/cue for the student?

6. If the IEP Team or Section 504 Committee is considering the provision of the *Interpreter/Transliterator Signs/Cues Test* accommodation during the administration of a state reading comprehension test, has there been discussion about the test results not being valid?

Collecting, Storing, and Processing Test Materials

The test administrator must follow the regular procedures for processing the test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Student Marks Answers in Test Book

The *Student Marks Answers in Test Book* accommodation is available for specific tests. Please refer to the tables in Section E (*Testing Accommodations–Descriptions and Procedures*) for a list of the tests permitting the *Student Marks Answers in Test Book* accommodation.

North Carolina Online Tests. The *Student Marks Answers in Test Book* accommodation is not applicable for North Carolina tests that are administered online.

Description

The *Student Marks Answers in Test Book* accommodation allows a student to record circle his/her responses to test questions directly in the test book during the test administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Note: According to a report by the National Center on Educational Outcomes:

> "If a student does not know how or is not attentive enough to mark answers appropriately on a separate answer sheet, this accommodation should be provided; however, it may be that the student should be taught how to appropriately use the standard bubble sheet format for later testing purposes." [6]

Considerations and Instructions

Recording Responses. Students must **not** be provided an answer sheet with the *Student Marks Answers in Test Book* accommodation. Students must be instructed to record their responses in the test book.

Procedures before and during the Actual Test Administration. The test administrator must review the regular test administration procedures in the assessment guide before the test administration day and should omit general directions that are not applicable for students provided with this accommodation (e.g., asking students to locate the appropriate section of the answer sheet).

Background Information Precoded for the Student. When using this accommodation while testing in a separate room, the directions for checking the precoded information (e.g., student's name and other background information) must not be read aloud to the students.

[6]Thurlow, M., & Bolt, S. (2001). *Empirical support for accommodations most often allowed in state policy* (Synthesis Report 41). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes, 25. Retrieved December 15, 2002, from the World Wide Web: http://www.cehd.umn.edu/NCEO/OnlinePubs/Synthesis41.html

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Student Marks Answers in Test Book* accommodation is appropriate for the student:

1. Does the student routinely use the *Student Marks Answers in Test Book* accommodation during regular classroom instruction and similar classroom assessments?

2. Does the student have difficulty transferring information or staying focused?

3. Does the student have mobility, coordination, or motor limitations that prevent him or her from marking answers appropriately on a separate answer sheet?

Collecting, Storing, and Processing Test Materials

Record Student Name on Test Book. The student's full name and a second identifier (e.g., PowerSchool Student Number or student date of birth) must be legible on the cover of the test book. The recorded information must uniquely identify the student.

Transcribing Student Responses. After the testing session, the student's answers to test questions must be transferred to the appropriate answer sheet. Someone other than the original transcriber must check the transcription in order to ensure accuracy. **The transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel).** One individual is to transcribe the student's responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process. All three individuals must sign the outside cover of the test book. The answer sheet must then be processed following regular procedures. **Only answers on regular answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score.** Gridded-response items for the mathematics tests and short answer items for the English II EOC test and the English III and social studies NCFEs must be transcribed in the manner specified in the assessment guides.

The LEA must follow the procedures in the assessment guide regarding the storage or return of test books when the *Student Marks Answers in Test Book* accommodation is used. The procedures may vary depending on the test administered to the students.

Student Reads Test Aloud to Self

The *Student Reads Test Aloud to Self* accommodation is available for specific tests. Please refer to the tables in Section E (*Testing Accommodations–Descriptions and Procedures*) for a list of the tests permitting the *Student Reads Test Aloud to Self* accommodation.

Description

The *Student Reads Test Aloud to Self* accommodation permits the student to read the test aloud to him/herself during the test administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during classroom instruction and similar classroom assessments.

Considerations and Instructions

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

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

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

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

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Student Reads Test Aloud to Self* accommodation is appropriate for the student:

1. Does the student routinely use the *Student Reads Test Aloud to Self* accommodation during regular classroom instruction and similar

classroom assessments?

2. Will the student use a device (e.g., PVC elbow pipe) while reading the test that allows the student to hear him/herself read?

3. If the student will be provided this accommodation, has the *Testing in a Separate Room* accommodation been discussed?

Collecting, Storing, and Processing Test Materials

The test administrator must follow the regular procedures for processing the test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Test Administrator Reads Test Aloud (in English)

The *Test Administrator Reads Test Aloud (in English)* accommodation is available for specific tests. Please refer to the tables in Section E (*Testing Accommodations–Descriptions and Procedures*) for a list of the tests permitting the *Test Administrator Reads Test Aloud (in English)* accommodation.

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

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

Note: IEP Teams and Section 504 Committees must review information located in the *Use of Accommodations or Procedures Not Described in This Publication* on page 31 before making the final decision to use accommodations that will invalidate test results.

Description

The *Test Administrator Reads Test Aloud (in English)* accommodation permits the test administrator to read aloud test directions and content to a student during the administration of state tests that do not measure reading comprehension. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be used routinely during classroom instruction and similar classroom assessments. Note: North Carolina does not provide any general assessment or alternate assessment in a language other than English.

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

Considerations and Instructions

Procedures during the Actual Test Administration and the Role of IEP Team/Section 504 Committee. Students with disabilities are to be as independent as possible. During instruction in the regular classroom, the administration of classroom assessments, and the administration of state tests that do not measure reading comprehension, the teacher/test administrator must read aloud only those tests or parts of tests the student needs read aloud based on individual needs.

The IEP Team or Section 504 Committee must specify the details of how the student is to be provided the *Test Administrator Reads Test*

Aloud (in English) accommodation during the administration of state tests that do not measure reading comprehension. Some examples of these details are as follows:

- Test Administrator Reads Everything—Student is to have every word (including words on maps, tables, graphs, charts, computer screen, etc.) read aloud during the test administration.

- Test Administrator Reads by Student Request—Student is only to have words read aloud upon his or her request.

- Math Exclusion—Student does not require numbers in mathematics tests to be read aloud.

- Other – Student only requires this accommodation when there is greater content than usual or unknown vocabulary words on a test but does not need the accommodation for tests with shorter sentences.

Note: This decision is not to be made by the test administrator or other school personnel. The IEP Team or Section 504 Committee determines and documents this decision.

Information from the student's IEP or Section 504 Plan regarding specific procedures for the provision of the *Test Administrator Reads Test Aloud (in English)* accommodation must be available for the test administrator on the day of testing.

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

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

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

For online test administrations, the test administrator can either read the instructions and questions to the student from the student's computer screen, or the test administrator can use an extra computer monitor set

up as a duplicate of the student's monitor. If an extra computer monitor is used, it must be set as a duplicate of the student's monitor and not as a desktop extension.

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

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

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

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

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Test Administrator Reads Test Aloud (in English)* accommodation is appropriate for the student:

1. Does the student routinely use the *Test Administrator Reads Test Aloud (in English)* accommodation during regular classroom instruction and similar classroom assessments?

2. Would the student's functioning reading level affect his or her performance on a state test that does not measure reading comprehension?

3. Has there been discussion regarding the specific manner in which the student will be provided this accommodation during the administration of the state test?

4. When test items are read aloud for classroom assessments, is every item read aloud or only items requested by the student?

5. Would the student be comfortable requesting test items be read aloud?

6. If the student will be provided this accommodation, has the *Testing in a Separate Room* accommodation been discussed?

7. How does the student feel about being tested in a separate room?

8. If the *Testing in a Separate Room* accommodation will be provided, will the test administration be one-on-one or in a small group?

9. Should the student be provided the *Scheduled Extended Time* or *Multiple Testing Sessions* accommodation?

10. Does the test administrator require a special setup of an extra computer monitor or other visual device to read the test aloud to the student?

11. If the IEP Team or Section 504 Committee is considering the provision of the *Test Administrator Reads Test Aloud (in English)* accommodation during the administration of a state test that measures reading comprehension, has there been discussion about the test results not being valid?

Collecting, Storing, and Processing Test Materials

The test administrator must follow the regular procedures for processing the test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Computer Reads Test Aloud—Student Controlled

The *Computer Reads Test Aloud—Student Controlled* accommodation is available only for the North Carolina online tests. Please refer to the tables in Section E (*Testing Accommodations–Descriptions and Procedures*) for a list of the tests permitting the *Computer Reads Test Aloud—Student Controlled* accommodation.

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

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

1. North Carolina EOG Assessment of English Language Arts/Reading at Grades 6, 7, and 8
2. North Carolina EOC Assessment of English II
3. NCFEs of English I, English III, and English IV

Note: IEP Teams and Section 504 Committees must review information located in *Use of Accommodations or Procedures Not Described in This Publication* on page 31 before making the final decision to use accommodations that will invalidate test results.

Description	The *Computer Reads Test Aloud—Student Controlled* accommodation permits the student to control which portions of the online test are read aloud by clicking a button beside the desired block of text. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during classroom instruction and similar classroom assessments. **To ensure the validity of the test, students receiving the *Computer Reads Test Aloud—Student Controlled* accommodation must also receive the *Testing in a Separate Room* accommodation (one-on-one) unless using headphones.**
Considerations and Instructions	The IEP Team or Section 504 Committee determines if the student will need the online test read aloud and, if so, in what manner it will be read aloud. These decisions must be documented in the student's IEP or Section 504 Plan. The student's IEP or Section 504 Plan must specify in which manner the test will be read aloud.

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

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

Note: This decision is not to be made by the test administrator or other school personnel. The IEP Team or Section 504 Committee makes and documents this decision.

Specific Procedures before the Test Administration. Students whose IEPs or Section 504 Plans indicate they are to be provided the *Computer Reads Test Aloud—Student Controlled* accommodation alone or in conjunction with the *Test Administrator Reads Test Aloud (in English)* accommodation must have this option enabled through the student interface questions (SIQ), which are to be verified and/or edited in NC Education before the day of the test.

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

Specific Procedures during the Test Administration. To activate the read aloud option, the student must click a speaker button. Speaker buttons are located adjacent to every block of text for which there are

audio files available. Each speaker button activates an audio file for that particular block of text. The files are streaming MP3 audio files delivered from the host server when the student clicks the speaker button.

Scheduling. This accommodation increases the stress on bandwidth and network connectivity at both the school and LEA level. Significant use of this option may affect LEAs' and/or schools' network performance. Therefore, it is imperative that caution be used when scheduling students with this accommodation within the window. Additional information about this accommodation, including technical requirements, may be found at http://center.ncsu.edu/nct.

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Computer Reads Test Aloud—Student Controlled* accommodation is appropriate for the student:

1. Does the student routinely have information read aloud by the computer during regular classroom instruction and similar classroom assessments?

2. Would the student's functioning reading level affect his or her performance on a state test that does not measure reading comprehension?

3. Is the student able to control the mouse in order to click on the button to activate the read aloud option for a block of text?

4. Has the team reviewed the limitations of this accommodation as described in this section?

5. If the student uses this accommodation, will he or she be using headphones? If not, the student must receive the *Testing in a Separate Room* (one-on-one) accommodation.

6. If the student is not using headphones, how does he/she feel about being tested in a separate room?

Collecting, Storing, and Processing Test Materials

The test administrator must follow the regular procedures for processing the test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Other AT Devices
Braille Writer/Slate and Stylus (Braille Paper)

The *Braille Writer/Slate and Stylus* (*Braille Paper*) accommodation is available for specific tests. Please refer to the tables in Section E (*Testing Accommodations–Descriptions and Procedures*) for a list of the tests permitting the *Braille Writer/Slate and Stylus* (*Braille Paper*) accommodation.

Description	Students may use the *Braille Writer/Slate and* Stylus (*Braille Paper*) accommodation during state tests. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.
Considerations and Instructions	**Test Administrator Knowledge of Braille Codes.** It is recommended that the test administrator have knowledge of applicable Braille codes. **Background Information Precoded for Student.** Before the test administration, the student background information will be precoded on the student's regular scannable answer sheet. When using this accommodation while testing in a separate room with students who do not record their responses directly on the answer sheet, the directions for checking the precoded information (e.g., student's name and other background information) must not be read aloud to the students. When necessary, the test administrator should omit general directions that are not applicable when a student is using the *Braille Writer/Slate and Stylus (Braille Paper)* accommodation (e.g., asking students if they have pencils). **Record the Student's Name on the Original Student's Responses.** The student's full name and a second identifier (e.g., PowerSchool Student Number or student date of birth) must be legible on the original Braille writer/slate-and-stylus student responses. The recorded information must uniquely identify the student.
Questions for the IEP Team or Section 504 Committee	The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Braille Writer/Slate and Stylus (Braille Paper)* accommodation is appropriate for the student. 1. Does the student routinely use the *Braille Writer/Slate and Stylus (Braille Paper*) accommodation during regular classroom instruction and similar classroom assessments? 2. Will the test administrator have knowledge of applicable Braille codes?

3. Should the student be provided the *Multiple Testing Sessions* and/or *Scheduled Extended Time* accommodations?

4. If the student will be provided this accommodation, has the *Testing in a Separate Room* accommodation been discussed?

Collecting, Storing, and Processing Test Materials

Transcribing Student Responses. After the testing session, the student's responses must be transcribed to the appropriate answer sheet. Someone other than the original transcriber must check the transcription in order to ensure accuracy. **The transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel).** One individual is to transcribe the student's responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process. All three individuals must sign the outside cover of the test book. The answer sheet must then be processed following regular procedures. **Only answers on regular answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score.** Gridded-response items for the mathematics tests, and short answer items for the English II EOC test and the English III and social studies NCFEs must be transcribed in the manner specified in the assessment guides.

Only in the event the transcriber discovers a student response for a multiple-choice test item is nonsensical (e.g., the student writes "f" when the answer choices are only a, b, c, or d) may the test administrator ask the student to clarify the answer. In the event the transcriber discovers that a student's response to a short answer item (e.g., English II) is nonsensical (e.g., the student's response is inappropriate because the student produced a nonsensical series of letters by striking the incorrect keys), the transcriber may ask the student, "What are the letters or words that you wrote in this part of your Braille response?" The transcriber is not permitted to ask for any other clarification.

Storing or Returning Secure Test Materials. The LEA must follow the procedures in the assessment guide regarding the storage or return of Braille writer/slate-and-stylus responses and photocopies of the student responses. The procedures may vary depending on the test administered to the student.

Cranmer Abacus

The *Cranmer Abacus* accommodation is available for specific tests. Please refer to the tables in Section E (*Testing Accommodations–Descriptions and Procedures*) for a list of the tests permitting the *Cranmer Abacus* accommodation.

Description

The Cranmer abacus is a tool that may be used as a testing accommodation. The Cranmer abacus is not a substitute for a calculator but can serve as a paper-and-pencil substitute for some students. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Considerations and Instructions

Checking the Cranmer Abacus. If the student is using his/her own abacus, the test administrator may need to remind the student to bring the abacus to the testing session. Before the start of the test, the test administrator is to check that the abacus is in proper working order.

Student Operates the Cranmer Abacus. Only the student is permitted to operate the abacus during the test.

Role of the IEP Team or Section 504 Committee and Recording Student Responses. Upon completion of a task on the abacus, the student is responsible for reading and recording the answer by use of any method for which the IEP or Section 504 team deems the student eligible. If a scribe is used, that person must not read the abacus and must only write/print what the student dictates.

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Cranmer Abacus* accommodation is appropriate for the student:

1. Does the student routinely use the *Cranmer Abacus* accommodation during regular classroom instruction and similar classroom assessments?

2. How will the student record responses to the test (e.g., mark in the test book, use a Braille writer, dictate to a scribe, or use an assistive technology device)?

Collecting, Storing, and Processing Test Materials

Unless this accommodation has been used in conjunction with another accommodation that requires special handling, the test administrator must follow the regular procedures for processing test materials.

Magnification Devices

The *Magnification Devices* accommodation is available for specific tests. Please refer to the tables in Section E (*Testing Accommodations–Descriptions and Procedures*) for a list of the tests permitting the *Magnification Devices* accommodation.

Description

The *Magnification Devices* accommodation allows a student to use a magnification device during the test administration. A magnification device is a tool that dynamically magnifies text and images (e.g., magnifier, monocular, closed-circuit television [CCTV], etc.). As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments. Any magnification device normally used during instruction may be used with any state-mandated test.

Considerations and Instructions

If the student is using his/her own magnification device, the test administrator may need to remind the student to bring the magnification device to the testing session.

The closed-circuit television (CCTV) magnifiers are used with paper-and-pencil tests to enlarge print and graphics. When using the CCTV magnifier, school staff must ensure the test items are not visible to others.

Note: The IEP Team or Section 504 Committee may wish to consider the use of the *Scheduled Extended Time* or the *Multiple Testing Sessions* accommodations if the *Magnification Devices* accommodation is to be used. According to a publication by the Council for Exceptional Children:

> "**Caution:** Students who use magnification devices may tire more easily than other students. If this is the case for a particular student, it may be necessary to extend the time period or provide additional breaks."[7]

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Magnification Devices* accommodation is appropriate for the student:

1. Does the student routinely use the particular magnification device during regular classroom instruction and similar classroom assessments?

[7]Council for Exceptional Children. (2000). *Making assessment accommodations: A toolkit for educators* (p. 49). Reston, VA: Council for Exceptional Children.

2. Should the student also be provided the *Scheduled Extended Time* or *Multiple Testing Sessions* accommodation

Collecting, Storing, and Processing Test Materials

The test administrator must follow the regular procedures for processing the test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Special Test Environments

The following accommodations are included as Special Test Environments:

- *Multiple Testing Sessions*
- *Scheduled Extended Time*
- *Testing in a Separate Room*

Multiple Testing Sessions

The *Multiple Testing Sessions* accommodation is available for specific tests. Please refer to the tables in Section E (*Testing Accommodations–Descriptions and Procedures*) for a list of the tests permitting the *Multiple Testing Sessions* accommodation.

Description

The *Multiple Testing Sessions* accommodation allows the total test administration time to be divided into minisessions as determined by the individual needs of the student. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Note: According to a publication by the Council for Exceptional Children:

> "**Caution:** A student who must take a test over several days may experience a decline in motivation. Student absenteeism also may become a factor if several days of testing are scheduled."[8]

Considerations and Instructions

Scheduling for Only One Test Administration. For students who are required to take only one assessment (e.g., Biology EOC) during a designated testing window, the multiple testing sessions must begin on the same day as the general test administration but may continue beyond the school's schedule for the regular test administration if the IEP or Section 504 Plan designates the sessions are to stretch across multiple days.

Scheduling for More Than One Test Administration. For students who are required to take more than one assessment (e.g., EOG English Language Arts/Reading and Mathematics) during a designated testing window, the multiple testing sessions for the first assessment must begin on the same day as the general assessment but may continue beyond the school's schedule for the regular test administration if the IEP or Section 504 Plan designates the sessions are to stretch across multiple days. If the student requires additional days to finish the first assessment, the student can continue to work on consecutive school days until the assessment is completed. Once the assessment is completed, the multiple testing sessions can begin for the next assessment.

[8]Council for Exceptional Children. (2000). *Making assessment accommodations: A toolkit for educators* (p. 35). Reston, VA: Council for Exceptional Children.

For example, if the student begins mathematics on Day 1 and needs additional days to complete the test, he/she can continue working on the mathematics test on Day 2. If the student completes the mathematics test on Day 2, the student can begin the English language arts/reading test on Day 3.

Please note that every effort must be made to complete the test administration as close to the school's test schedule as possible in order to maintain test security. Additionally, students must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.

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

Specific Procedures during the Test Administration and the Role of the IEP Team/Section 504 Committee. There are several ways in which this accommodation may be provided. The IEP Team or Section 504 Committee makes the determination and documents the specifics in the IEP or Section 504 Plan before the test administration. The decision must be based on the individual needs of the student. For example, it may be appropriate for the student

1. to begin the test on the same day as the general administration and complete the test on the consecutive school day(s);

2. to begin the test on the same day as the general administration and complete the test on the makeup day;

3. to test for a specified time period (e.g., 15 minutes), then take a break (e.g., five minutes), and then test again for a specified time period, etc.;

4. to complete a predetermined number of test items (e.g., 10 items), then take a break (e.g., three minutes), and then complete the next predetermined set of test items, etc.; and/or

5. to use the *Testing in a Separate Room* accommodation so as not to disturb other students.

Information from the student's IEP or Section 504 Plan regarding specific procedures for the provision of the *Multiple Testing Sessions* accommodation must be available for the test administrator on the day of testing.

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

If the student requires additional time beyond the total time designated in the assessment guide, the IEP Team or Section 504 Committee should consider the provision of the *Scheduled Extended Time* accommodation. If the student is not also provided the *Scheduled Extended Time* accommodation, the student is expected to complete the test within the total test administration time designated in the assessment guide. For the *Multiple Testing Sessions* accommodation, this total test administration time is divided into minisessions based on the decision and documentation of the IEP Team or Section 504 Committee.

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

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

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

- alert students when they have five minutes remaining before the break;
- paper clip students' test books so they cannot return to previously attempted questions. Pages that contain reading selections students will need access to must not be paper

clipped; therefore, students must complete the reading selection they are working on and the selection's questions before the break or going to lunch; and

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

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

North Carolina Online Tests. Students who will be provided the *Multiple Testing Sessions* accommodation during an online test administration must have this option enabled through the student interface questions (SIQ), which are to be reviewed and possibly edited in NC Education before the day of the test.

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

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

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Multiple Testing Sessions* accommodation is appropriate for the student:

1. Does the student typically require extra time over several days to complete classroom assignments and similar classroom assessments?
2. Does the student need additional time to complete the test in addition to more frequent breaks or the test given over multiple days? If so, the IEP Team or Section 504 Committee should discuss whether *Scheduled Extended Time* should also be documented as an appropriate accommodation.
3. Can the student finish the test within the given time constraints but with more frequent breaks or over multiple days? If so, *Scheduled Extended Time* should ***not*** be documented as an appropriate accommodation.
4. Does the student routinely use the *Multiple Testing Sessions* accommodation during regular classroom instruction and similar classroom assessments?
5. Is the student using another accommodation during the administration of the state test that may require the provision of the *Multiple Testing Sessions* accommodation?
6. Should the student be provided the *Testing in a Separate Room* accommodation?
7. Has there been discussion as to how the *Multiple Testing Sessions* accommodation will be provided to the student during the administration of the state test?

Collecting, Storing, and Processing Test Materials

The test administration must follow regular procedures for processing the test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Scheduled Extended Time

The *Scheduled Extended Time* accommodation is available for specific tests. Please refer to the tables in Section E (*Testing Accommodations–Descriptions and Procedures*) for a list of the tests permitting the *Scheduled Extended Time* accommodation.

The North Carolina Testing Program requires all students be allowed ample time to complete the assessments. If a student typically requires more time beyond his/her peers during classroom assignments and assessments, the IEP Team or Section 504 Committee may want to address *Scheduled Extended Time* as a possible testing accommodation.

Note: Students who are provided the *Scheduled Extended Time* accommodation may not begin the test administration sooner than the school's scheduled start for the regular test administration.

Description

This accommodation allows the tests to be administered during a scheduled extended period of time. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Note: According to a publication by the Council for Exceptional Children:

> "**Caution:** When a student has too much time to finish an assessment, he or she may engage in nonproductive guessing or change answers when they should not be changed."[9]

Considerations and Instructions

Role of the IEP Team or Section 504 Committee. *Scheduled Extended Time* may be an appropriate testing accommodation if the IEP Team or Section 504 Committee determines that, because of the nature of a student's disability, the student will need additional time to complete the test beyond the time designated in the assessment guide. The IEP Team or Section 504 Committee determines how this accommodation will be provided and documents the specifics in the current IEP or Section 504 Plan before the test administration.

Note: The assessment guides for the Beginning-of-Grade 3 (BOG3) English Language Arts/Reading Test, the EOG tests, and the EOC tests specify (1) an estimated test administration time and (2) a maximum testing time allowed. For students requiring the *Scheduled Extended Time* accommodation on these tests, the amount of additional time should be specified based on the maximum testing time allowed.

[9] Council for Exceptional Children. (2000). *Making assessment accommodations: A toolkit for educators* (p. 34). Reston, VA: Council for Exceptional Children.

Scheduling. Students with the *Scheduled Extended Time* accommodation must be allowed as much time as they need to complete the test on the scheduled test day. An estimate of the maximum amount of extended time should be documented, to the extent possible, in the student's current IEP or Section 504 Plan. This may be in terms of a multiple of the designated administration time (e.g., 1.5 times the designated administration time) or as a specified amount of time (e.g., 1 hour beyond the designated administration time). The IEP Team or Section 504 Committee must review the local policy and document the final decision. Students being provided the *Scheduled Extended Time* accommodation without the additional accommodation of *Multiple Testing Sessions* should have the ability to complete the test in one day and are limited to one school day.

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

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

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

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

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

If the student does not have the opportunity to communicate with others or to access any electronic devices (e.g., computers, cell phones)

during lunch, the student can go back to previously attempted questions following the break.

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

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

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

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Scheduled Extended Time* accommodation is appropriate for the student.

1. Does the student typically require extra time to complete classroom assignments and similar classroom assessments?

2. Does the student routinely use the *Scheduled Extended Time* accommodation during regular classroom instruction and similar classroom assessments?

3. Is the student being provided another accommodation during the administration of the state test that may require the provision of the *Scheduled Extended Time* accommodation?

4. Can the student complete the state test with extended time on one day? If not, the *Multiple Testing Sessions* accommodation should be discussed.

5. Should the student be provided the *Testing in a Separate Room* accommodation?

6. Has there been discussion as to how the *Scheduled Extended Time* accommodation will be provided to the student during the administration of the state test?

Testing in a Separate Room

(One-on-One or Small Group Test Administration)

The *Testing in a Separate Room* accommodation is available for specific tests. Please refer to the tables in Section E (*Testing Accommodations–Descriptions and Procedures*) for a list of the tests permitting the *Testing in a Separate Room* accommodation.

Description

The *Testing in a Separate Room* accommodation allows a student to take a test in a separate room in a one-on-one or small group administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Considerations and Instructions

Role of the IEP Team or Section 504 Committee and Providing One-on-One or Small Group Test Administration. The IEP Team or Section 504 Committee must document in the current IEP or Section 504 Plan whether the *Testing in a Separate Room* accommodation is to be provided in a one-on-one setting or a small group setting. Specifics regarding the procedure must be documented before the test administration. If the team/committee specifies the test administration is to be one-on-one, the student must receive the *Testing in a Separate Room* accommodation on a one-on-one basis as part of the regular classroom instruction and similar classroom assessments. If the team specifies the test administration is to occur in a small group, the team must review the local policy for the definition of a small group. The maximum number of students for a small group test administration is determined at the local level but must be documented in the student's current IEP or Section 504 Plan. If the team/committee has specific concerns regarding the number of students in a particular small group test administration, it should document these concerns in the IEP or Section 504 Plan.

The IEP Team or Section 504 Committee must consider whether other accommodations the student will be provided during testing require the *Testing in a Separate Room* accommodation (e.g., *Test Administrator Reads Test Aloud [in English]*, *Multiple Testing Sessions, Extended Time*). If the other accommodations the student will be provided do require the *Testing in a Separate Room* accommodation, they too must be documented in the student's IEP or Section 504 Plan.

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

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

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

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

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Testing in a Separate Room* accommodation is appropriate for the student:

1. Does the student typically require a separate room to complete classroom assignments and similar classroom assessments?
2. Is the student being provided another accommodation during the administration of the state test that may require the provision of the *Testing in a Separate Room* accommodation?
3. Will the student receive this accommodation during the state test administration on an individual basis or in a small group? Has the maximum number or a range for the small group been specified on the IEP or Section 504 Plan?
4. Does the student require a study carrel, special furniture, or special lighting?

Collecting, Storing, and Processing Test Materials

The test administrator must follow the regular procedures for processing the test materials unless this accommodation is provided in conjunction with another accommodation that requires special storage and processing.

F. Monitoring Accommodations

Introduction

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

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

Review of Accommodations Used During Testing Forms

In order to meet the accommodations monitoring requirements of the USED, the NCDPI developed the *Review of Accommodations Used During Testing* and *Review of Accommodations Used During* ***NCEXTEND1*** *Testing* forms, available in the Appendix and found online at http://www.ncpublicschools.org/accountability/policies/accom. These forms must be completed for each student who requires testing accommodations. One form must be completed for each state test for which the student requires testing accommodations, including the regular test administration and any state field tests or special studies.

A portion of the *Review of Accommodations Used During Testing* form is completed before testing during the team/committee meeting where a student's testing accommodations are determined. At this meeting, the testing accommodations documented on the student's IEP or Section 504 Plan should be recorded on the form. During the actual test administration, the remainder of the form is completed to document the testing accommodations provided to the student and to record whether and how the student used the accommodations. A copy of the *Review of Accommodations Used During Testing* form is to be filed with the student's accommodations documentation for at least one year to assist the IEP Team or Section 504 Committee during the next meeting where accommodations decisions will be made.

Note: The *Review of Accommodations Used During Testing* form is also used for students who are English learners (ELs) and those with transitory impairments who are eligible for testing accommodations.

Tracking Required Testing Accommodations and Planning for Test Administrations

In order to electronically track and monitor required testing accommodations, schools must enter testing accommodations data into an accommodations management systems (i.e., PowerSchool, CECAS, or an LEA-/charter-approved, third-party application) within 30 days after the IEP/504 Committee meeting.

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

Reports from the accommodations management systems can be used before testing to verify that the proper testing accommodations have been scheduled for each student. This verification will help ensure the accommodations provided during the test administration mirror what is documented in the student's IEP or Section 504 Plan. Once the testing accommodations have been verified, the school test coordinator can use this information to plan the small group administrations and to ensure proper special print editions have been ordered.

In addition, it is helpful to think of the logistical considerations involved with accommodations. The *Testing Accommodations: Logistics Planning Checklist*, located in Appendix D is a useful tool when thinking about the details to be considered in planning and implementing testing accommodations.

Documentation of Accommodations Provided

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

Paper-and-Pencil Tests. After testing, the test administrator or principal's designee is to complete the TO BE COMPLETED BY THE TEST ADMINISTRATOR OR PRINCIPAL'S DESIGNEE AFTER TESTING section of the answer sheet. If a student is provided a testing accommodation during the test administration, the appropriate bubble must be filled. If the test consists of more than one

subject (e.g., EOG tests of English language arts/reading and mathematics), there may be more than one bubble beside each accommodation. In the case of the EOG tests there are two bubbles, one with an "R" printed inside of it for English language arts/reading and one with an "M" printed inside of it for mathematics. The respondent must code the accommodation(s) provided for each test, as they may be different.

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

Procedures to Follow When Required Testing Accommodations Have Not Been Provided

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

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

If a student is provided a testing accommodation that is not required based on the student's current IEP or Section 504 Plan, the result may be a misadministration. When a student is provided with a testing accommodation that is not required, (a) the parent/guardian must be notified immediately, (b) a Report of Testing Irregularity available through the OTISS is to be completed, and (c) an investigation must be conducted to determine if the provision of the accommodation does in fact result in a misadministration. (d) The superintendent/LEA test coordinator declares a misadministration if necessary, and (e) the affected student is administered another secure form of the test without the provision of the accommodation. If after the investigation a misadministration is not declared, the test results from the administration with the undocumented accommodation will be used for state and local accountability purposes and student performance placement.

G. North Carolina Alternate Assessments

Introduction

The North Carolina alternate assessments were first designed by the staff of the NCDPI to respond to the mandates of the 1997 reauthorization of the IDEA, which requires all students, including students with disabilities, participate in statewide and local testing programs. The alternate assessment was designed to provide a valid and reliable assessment of the abilities of students who are accessing the general curriculum though the Extended Content Standards. Throughout the years, the alternate assessment has changed as federal regulations have been revised and reauthorized. Collaborative efforts among the Exceptional Children Division, the K–12 Curriculum and Instruction Division, and the Division of Accountability Services have resulted in the availability of assessment instruments in North Carolina that provide access and an aligned assessment for students with significant cognitive disabilities. As of the printing of this publication, the available alternate assessments for the EOG and EOC assessments are the ***NCEXTEND1*** in English Language Arts/Reading and Mathematics for Grades 3–8 and the ***NCEXTEND1*** in English II, NC Math 1, and Biology for Grade 10. The alternate assessments for the PreACT at grade 10 and the ACT at grade 11 include the College and Career Readiness Alternate Assessments for Grades 10 and 11 and the ***NCEXTEND1*** for Grade 11. Information regarding these alternate assessments is provided in depth on the following pages.

All students with disabilities in a school's membership are required to participate in the state testing program through the administration of a general assessment under standard conditions, the administration of a general assessment with testing accommodations, or through the use of the state-designated alternate assessment with or without testing accommodations. IEP teams must carefully consider if a student is able to access the general curriculum or if he/she requires instruction and assessment using the Extended Content Standards.

Note: Students who have only a Section 504 Plan are not eligible to participate in the North Carolina alternate assessments.

Testing Students with Disabilities Website

Information on testing students with disabilities may be found at: http://www.ncpublicschools.org/accountability/policies/tswd.

Districtwide Assessments

According to IDEA, all students with disabilities, including those with the most significant disabilities, must be included in all statewide and districtwide assessments. Participation may be through the general test administration with or without accommodations or through the administration of an alternate assessment. In addition, the

results of these test administrations must be included in any public reporting of districtwide assessments that take place.

Annual Decision

The decision regarding which assessment(s) a student will participate in is to be made annually by the IEP team. The decision regarding a student's participation in the alternate assessment must be made and documented in the student's IEP at least one hundred twenty (120) school days before the testing window.

Access to the General Curriculum and Assessment of Grade-Level Content

IDEA mandates that all students with disabilities are provided access to the general curriculum. In North Carolina, this is the North Carolina *Standard Course of Study*. For students with the most significant cognitive disabilities, access is provided through the Extended Content Standards for the North Carolina *Standard Course of Study*.

According to ESSA, all students must be assessed on grade-level content. For students with significant cognitive disabilities, the assessment must be linked to grade-level content through the Extended Content Standards for the North Carolina *Standard Course of Study*.

Expectations and Assessment Options

Students with disabilities are expected to follow the North Carolina *Standard Course of Study* and graduate with a North Carolina diploma. If the IEP Team determines the student requires instruction and assessment based on the Extended Content Standards, the IEP Team must document the decision to use an alternate assessment with or without accommodations. The table on the following page shows the state required tests at each grade level that have an alternate assessment.

North Carolina State Tests and Alternate Assessments Chart

Grade Level	State Test	Alternate Assessment
3	EOG English Language Arts/Reading and Mathematics	***NCEXTEND1*** English Language Arts/Reading and Mathematics
4	EOG English Language Arts/Reading and Mathematics	***NCEXTEND1*** English Language Arts/Reading and Mathematics
5	EOG English Language Arts/Reading, Mathematics, and Science	***NCEXTEND1*** English Language Arts/Reading, Mathematics, and Science
6	EOG English Language Arts/Reading and Mathematics	***NCEXTEND1*** English Language Arts/Reading and Mathematics
7	EOG English Language Arts/Reading and Mathematics	***NCEXTEND1*** English Language Arts/Reading and Mathematics
8	EOG English Language Arts/Reading, Mathematics, and Science	***NCEXTEND1*** English Language Arts/Reading, Mathematics, and Science
9	EOC NC Math 1	
10	EOC English II and Biology	***NCEXTEND1*** English II, NC Math 1, and Biology
	PreACT	College and Career Readiness Alternate Assessment Grade 10
11	ACT	***NCEXTEND1*** Grade 11 College and Career Readiness Alternate Assessment Grade 11

Notes:

- End-of-Course tests are given at the end of the course regardless of the grade in which the course is taken. The table shows the grade in which students typically take the course.
- The ***NCEXTEND1*** is a performance-based alternate assessment designed to assess students with significant cognitive disabilities. The test consists of grade-level performance items that measure the standards specified in the North Carolina Extended Content Standards. At the high school level, students are administered the ***NCEXTEND1*** only at grade 10 for English II, NC Math 1, and Biology.
- The Alternate ACCESS for ELLs is an option to eligible students (English learners only) for the administration of the ACCESS for ELLs 2.0 assessment. For additional information on the Alternate ACCESS for ELLs, see the *Guidelines for Testing Students Identified as English Learners* publication at www.ncpublicschools.org/accountability/policies/slep.
- Students in grades 4–12 participate in the administration of the NCFEs. Alternate assessments are not available for the NCFEs.

NCEXTEND1

Introduction

The ***NCEXTEND1*** alternate assessment is a performance-based alternate assessment designed to assess students with significant cognitive disabilities who are being taught using the Extended Content Standards. ***NCEXTEND1*** alternate assessment items are grade-level, performance-based, multiple-choice items that measure the standards specified in the North Carolina Extended Content Standards. These Extended Content Standards are available for download at http://www.ncpublicschools.org/curriculum/ncecs.

Grades and Subjects for Which the **NCEXTEND1** *Is Available*

The ***NCEXTEND1*** alternate assessment is available for the following grades and content areas:

- Grade 3 English language arts/reading and mathematics
- Grade 4 English language arts/reading and mathematics
- Grade 5 English language arts/reading, mathematics, and science
- Grade 6 English language arts/reading and mathematics
- Grade 7 English language arts/reading and mathematics
- Grade 8 English language arts/reading, mathematics, and science
- Grade 10 English II, NC Math 1, and biology
- Grade 11 English language arts/reading, mathematics, and science (combined in one assessment)

Note: If the IEP Team determines, based on the following eligibility criteria, that the ***NCEXTEND1*** is the most appropriate assessment for a student, then that student must be assessed using the ***NCEXTEND1*** in all content areas assessed at that grade level.

Eligible Students for the **NCEXTEND1** *and the Role of the IEP Team*

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

- The student must have a current IEP.
- The student is enrolled in grades 3–8, 10, or 11, according to PowerSchool. Note: Only those students enrolled in 11th grade for the first time are required to take the ***NCEXTEND1*** alternate assessment at grade 11.
- The student is instructed using the North Carolina Extended Content Standards in all assessed content areas (i.e., English Language Arts/Reading, Mathematics, and Science).
- The student has a significant cognitive disability.
    - The student's disability significantly impacts adaptive behaviors, defined as those skills which are essential for someone to live and function independently.
    - The student requires extensive and repeated individualized instruction and support to make meaningful gains.

- The student uses substantially adapted materials and individualized methods of accessing information in alternative ways.

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

- are being instructed in any or all of the assessed general grade-/course-level content standards of the North Carolina *Standard Course of Study* (i.e., English Language Arts/Reading, Mathematics, and Science);
- demonstrate delays only in academic achievement;
- demonstrate delays only in selected areas of academic achievement;
- demonstrate delays owning primarily to behavioral issues; or
- if in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study).

Evidence for the decision to participate in ***NCEXTEND1*** is not based on:

- a disability category or label,
- poor attendance or extended absences,
- native language/social, cultural, or economic differences,
- expected poor performance on the general education assessment,
- academic or other services the student receives,
- educational environment or instructional setting,
- percent of time receiving special education services,
- English Learner (EL) status,
- low reading level/achievement level,
- anticipated disruptive behavior,
- impact of student scores on the accountability program,
- administration decision,
- anticipated emotional distress, or
- need for accommodations to participate in the assessment process.

IEP teams can use the *North Carolina Alternate Assessment Decision-Making Chart* in Appendix C to aid in decision making regarding the ***NCEXTEND1*** alternate assessment for students.

Note: Students who meet the ***NCEXTEND1*** eligibility requirements and are also identified as ELs 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-APT™) 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, 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.

Administering the **NCEXTEND1** *Assessment*

The ***NCEXTEND1*** alternate assessments are administered individually to each student by an assessor. The time required by a student to complete the assessment will be unique to each individual 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 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 the appropriate length of time is for the student's test administration.

The assessor receives an *Assessment Guide* and an Assessor Booklet for each student to be assessed. The assessor also receives a manipulative kit (and a Selection Book for ***NCEXTEND1*** tests of English language arts/reading only). The Assessor Booklet provides the script the assessor is to read when administering the assessment. The Selection Book is provided for all students in 22-point font. All manipulatives are provided by the NCDPI and may have adaptations made to them when necessary, according to guidelines provided in this publication and in the *Assessment Guide*.

There are fifteen (15) items on each ***NCEXTEND1*** test. Students are provided up to two opportunities to respond to each item, and items are scored on a 0–2 point scale. All items must be administered to all students. The assessor reads the script for each item, uses any corresponding manipulatives as directed in the Assessor Booklet, and records the student's response according to the directions in the Assessment Guide.

Accommodations and Adaptations to Materials for the **NCEXTEND1** *Assessment*

State-approved accommodations for the ***NCEXTEND1*** Tests of English Language Arts/Reading, Mathematics, and Science include those listed on page 47. Any accommodations that are not state-approved must be submitted for review by the NCDPI. Refer to the *Use of Accommodations or Procedures Not Described in This Publication* section on page 31 for additional details regarding this procedure.

The items for the ***NCEXTEND1*** Alternate Assessments were created to be as accessible as possible for all students. Accommodations may be used for individual students for presentation (e.g., attaching responses to student's information board) or for responding (e.g., using switches to indicate answer choice) if the accommodations are used routinely in the student's instruction.

Adaptations to Test Materials. Objects may be used in place of pictures on the NCDPI-provided manipulative cards if objects are routinely used for all academic classroom instruction. Student-specific symbols for pictures may be substituted for the provided pictures only if these student-specific symbols are used routinely in instruction. Objects or student-specific symbols must represent the picture or word provided by the NCDPI.

- **Adapting materials to student needs**. If a student requires and uses adapted materials routinely during instruction and this testing accommodation is documented in the student's IEP, the assessor may adapt the NCDPI-provided manipulative cards as necessary before conducting the assessment. Assessors may access the manipulative cards under secure conditions in a group setting (i.e., three or more designated school personnel) up to two weeks before the test administration in order to make adaptations for those students who require this accommodation. Some examples of adapted materials are the use of assistive technology, large-print cards, colored cards, and raised-line cards. *These materials should be used routinely in the classroom.* Students requiring Braille cards should have Braille materials for the ***NCEXTEND1*** assessments ordered for them before the test administration.

- **Adapting materials that alter the construct of the item**. Any material that changes the content standard being assessed may not be used. For example, providing an object that is familiar to the

student that does not accurately represent the NCDPI-provided picture/word card invalidates the test item and/or assessment results.

When necessary, manipulatives may be adapted by outlining pictures to create raised surfaces or by enlarging manipulatives (pictures or text). No adaptations or changes may be made to the content of the item (e.g., rephrasing text, changing response choices). It is expected that teachers are experienced and familiar with adapting materials for their students. Materials/equipment that students routinely use in the classroom during instruction may be used, as appropriate.

All ***NCEXTEND1*** materials are considered secure test materials. The assessor is responsible for ensuring all components of the manipulative kit are kept secure, including those components used to create accommodated materials. Any materials created as accommodated manipulatives or created in the process of making the final manipulatives (e.g., a picture that was enlarged but not to sufficient size) must be securely stored by the LEA for six months after the test administration.

NCEXTEND1
Website

Additional information about the ***NCEXTEND1*** may be found at the following URL:
http://www.ncpublicschools.org/accountability/policies/tswd/ncextend1

North Carolina College and Career Readiness Alternate Assessments Grades 10 and 11

Purpose of the North Carolina College and Career Readiness Alternate Assessments

North Carolina's statewide testing policy requires all students with disabilities to participate in the statewide testing program by taking the general state-mandated tests with or without available accommodations or by participating in North Carolina alternate assessments with or without accommodations. To participate in alternate assessments, students must meet eligibility criteria established by the North Carolina Department of Public Instruction (NCDPI), and the decision to participate in the alternate assessments must be documented in the current Individualized Education Program (IEP).

The College and Career Readiness Alternate Assessments (CCRAAs) at Grades 10 and 11 are available for students with disabilities who are following a course of study that, upon their completing high school, may not lead to admission into a college-level course of study resulting in a college degree. The CCRAA at grade 10 is the alternate assessment for the PreACT™; the CCRAA at grade 11 is the alternate assessment for the ACT®.

The decision to assess a student on a CCRAA must be made as part of the 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 for the CCRAAs

To determine student participation in the 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. (Only eligible students enrolled in tenth grade for the first time are required to take the CCRAA at Grade 10.)

CCRAA at Grade 11 Only: The student is enrolled in grade 11 according to PowerSchool. Eligible students who take the CCRAA will be included in participation of the ACT administration for accountability reporting but not for performance. Eligible students who are repeating the eleventh grade and have no record of a previous CCRAA score must take the CCRAA. If they do not, it will count against participation

CCRAA at Grades 10 and 11:

- The student must have a current IEP.
- The student does not have only a current Section 504 Plan. 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 an English Learner (EL), must also have a current IEP. EL students with current IEPs who score 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 CCRAA 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 and 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. 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 the administration of an alternate assessment (i.e., CCRAA or ***NCEXTEND1***). Note: Decisions regarding which assessments a student with disabilities will participate in must be made annually by the IEP team. Therefore, students' current IEPs designating participation in an alternate assessment can serve as documentation of the written parental request.

In rare cases, students deemed both 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 Window for the CCRAAs	The testing window for the CCRAA at Grade 10 is October 1–31, 2016. The testing window for the CCRAA at Grade 11 is February 28–March 14, 2017.
Administration Time for the CCRAAs	The administration time for the CCRAA at Grades 10 and 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*).

Appendices

Appendix A

Questions for IEP Teams/Section 504 Committees to Consider: Testing Accommodations

When considering the use of a testing accommodation, the IEP Team or Section 504 Committee should consider the appropriate questions below.

Special Print Versions	
Braille Edition	1. Does the student routinely use Braille materials during regular classroom instruction and similar classroom assessments? 2. Are EBA Literary code and Braille Nemeth code, UEB Math and Technical Materials code reference sheets available during classroom instruction? 3. What Braille code is being used with instructional materials? 4. Does the student have contracted Braille skills? 5. Assessment materials must be available in the code that is used most efficiently by the student as indicated on the IEP or Section 504 Plan. Are materials orders placed for the appropriate UEB or EBAE Braille editions? 6. Should the student be provided the *Braille Edition* during the test administration in the regular classroom setting or should the student also use the *Testing in a Separate Room* accommodation? 7. Should the student be provided the *Scheduled Extended Time* accommodation?
Large Print Edition	1. Does the student routinely use large print materials during regular classroom instruction and similar classroom assessments? 2. How will the student record responses to the *Large Print Edition* of the test (mark in the test book, use a Braille writer, dictate to a scribe, or use an assistive technology device), and is this accompanying accommodation documented in the IEP or Section 504 Plan? 3. Does the student need the *Magnification Devices* accommodation? 4. For tests available online, is the large font option more appropriate than the *Large Print Edition* accommodation? 5. Does the student need the *Scheduled Extended Time* accommodation? 6. Does the student need an edition that is both large print and one test item per page? If so, a *Large Print/One Test Item Per Page Edition* can be ordered from TNN and does not require an *Accommodation*

	Notification Request Form to be submitted to the NCDPI. The IEP Team or Section 504 Committee should be aware that the combination of these accommodations produces a large document, both in the size of paper (same size paper [11" x 17"] as the *Large Print Edition*) and in the number of pages. 7. The standard ***Large Print Edition*** **uses 22-point Verdana font**. The IEP team, if considering another font size, should determine whether a minimal increase or decrease in font size is required by the student. If a larger font is required, has the team considered using the standard *Large Print Edition* in conjunction with the *Magnification Devices* accommodation?
One Test Item Per Page Edition	1. Does the student routinely use one test item per page materials during regular classroom instruction and similar classroom assessments? 2. Does the student have visual-discrimination difficulties? 3. Will the student need the *Multiple Testing Sessions* accommodation? If documented in the IEP/Section 504 Plan, this would allow the student to be provided with a certain number of test pages at a time during the test administration so that the student is not overwhelmed by the thickness of the complete test. 4. How will the student record responses to the *One Test Item Per Page Edition* of the test (e.g., mark in the test book, use a Braille writer, dictate to a scribe, or use an assistive technology device), and is this accompanying accommodation documented in the IEP or Section 504 Plan?

AT Devices and Special Arrangements	
Assistive Technology (AT) Devices	1. Does the student routinely use the assistive technology device during regular classroom instruction and similar classroom assessments? 2. North Carolina English Language Arts/Reading Tests. If the IEP Team or Section 504 Committee is considering the use of an assistive technology device that reads aloud a state test that measures reading comprehension, has there been discussion about the test results not being valid and the implications for invalid test results? The IEP Team/Section 504 Committee may refer to page 31 of this publication to review a statement regarding invalid test results for North Carolina tests. 3. North Carolina Mathematics Tests and Calculators. If the IEP Team or Section 504 Committee is considering the use of a calculator during the administration of a state test that does not permit the use of calculators, has there been discussion about the test results not being valid? The IEP Team or Section 504 Committee may refer to page 31 of this publication to review a statement regarding invalid test results for North Carolina tests. 4. Does the student require auditory and tactual access to a graphing calculator during the state test administration? If so, has the IEP Team or Section 504 Committee requested approval of the software program(s) through the *Accommodation Notification Request Form* process in order to ensure the use of the software will not invalidate test results?
Dictation to a Scribe	1. Does the student routinely use the *Dictation to a Scribe* accommodation during regular classroom instruction and similar classroom assessments? 2. If the student can efficiently use a keyboard, should the student use the *AT Devices* accommodation instead of the *Dictation to a Scribe* accommodation? 3. Will the scribe have had prior experience working with the student? 4. Will the student be notified before the test administration date that he/she must proofread the dictated responses? 5. How will the scribe record student responses (e.g., use a clean sheet of paper, code the answer sheet, write in the test book, enter responses directly on a computer [online test administrations], or use a keyboarding device and transfer student responses at a later time)? 6. For multiple-choice items, will the student dictate to the scribe by (a) saying the letter of the answer choice, (b) reading aloud the entire answer choice, or (c) pointing to the correct answer choice?

	7. If the student will be provided this accommodation, has the *Testing in a Separate Room* accommodation been discussed?
Interpreter/ Transliterator Signs/Cues Test	1. Does the student routinely use the *Interpreter/Transliterator Signs/Cues Test* accommodation during regular classroom instruction and similar classroom assessments? 2. Is the use of an interpreter or transliterator the student's typical mode of communication? 3. Does the interpreter/transliterator have prior experience working with the student? 4. Because a test administrator will read the test aloud to the interpreter/transliterator, has the *Testing in a Separate Room* accommodation been addressed? 5. Does the interpreter/transliterator require a special setup of an extra computer monitor or other visual device to sign/cue for the student? 6. If the IEP Team or Section 504 Committee is considering the provision of the *Interpreter/Transliterator Signs/Cues Test* accommodation during the administration of a state reading comprehension test, has there been discussion about the test results not being valid?
Student Marks Answers in Test Book	1. Does the student routinely use the *Student Marks Answers in Test Book* accommodation during regular classroom instruction and similar classroom assessments? 2. Does the student have difficulty transferring information or staying focused? 3. Does the student have mobility, coordination, or motor limitations that prevent the student from marking answers appropriately on a separate answer sheet?
Student Reads Test Aloud to Self	1. Does the student routinely use the *Student Reads Test Aloud to Self* accommodation during regular classroom instruction and similar classroom assessments? 2. Will the student use a device (e.g., PVC elbow pipe) while reading the test that allows the student to hear himself/herself read? 3. If the student will be provided this accommodation, has the *Testing in a Separate Room* accommodation been discussed?

Test Administrator Reads Test Aloud (in English)	1. Does the student routinely use the *Test Administrator Reads Test Aloud (in English)* accommodation during regular classroom instruction and similar classroom assessments? 2. Would the student's functioning reading level affect his or her performance on a state test that does not measure reading comprehension? 3. Has there been discussion regarding the specific manner in which the student will be provided this accommodation during the administration of the state test? 4. When test items are read aloud for classroom assessments, is every item read aloud or only items requested by the student? 5. Would the student be comfortable requesting test items be read aloud? 6. If the student will be provided this accommodation, has the *Testing in a Separate Room* accommodation been discussed? 7. How does the student feel about being tested in a separate room? 8. If the *Testing in a Separate Room* accommodation will be provided, will the test administration be one-on-one or in a small group? 9. Should the student be provided the *Scheduled Extended Time* or *Multiple Testing Sessions* accommodation? 10. Does the test administrator require a special setup of an extra computer monitor or other visual device to read the test aloud to the student? 11. If the IEP Team or Section 504 Committee is considering the provision of the *Test Administrator Reads Test Aloud (in English)* accommodation during the administration of a state test that measures reading comprehension, has there been discussion about the fact that the test results will be invalid?
Computer Reads Test Aloud—Student Controlled	1. Does the student routinely have information read aloud by the computer during regular classroom instruction and similar classroom assessments? 2. Would the student's functioning reading level affect his or her performance on a state test that does not measure reading comprehension?

	3. Is the student able to control the mouse in order to click on the button to activate the read aloud option for a block of text? 4. Has the team reviewed the limitations of this accommodation as described on pages 94-95? 5. If the student uses this accommodation, will he or she be using headphones? If not, the student must receive the *Testing in a Separate Room* (one-on-one) accommodation. 6. If the student is not using headphones, how does he/she feel about being tested in a separate room?
Braille Writer/Slate and Stylus (Braille Paper)	1. Does the student routinely use the *Braille Writer/Slate and Stylus (Braille Paper)* accommodation during regular classroom instruction and similar classroom assessments? 2. Will the test administrator have knowledge of applicable Braille codes? 3. Should the student be provided the *Multiple Testing Sessions* and/or *Scheduled Extended Time* accommodations? 4. If the student will be provided this accommodation, has the *Testing in a Separate Room* accommodation been discussed?
Cranmer Abacus	1. Does the student routinely use the *Cranmer Abacus* accommodation during regular classroom instruction and similar classroom assessments? 2. How will the student record responses to the test (e.g., mark in the test book, use a Braille writer, dictate to a scribe, or use an assistive technology device)?
Magnification Devices	1. Does the student routinely use a magnification device during regular classroom instruction and similar classroom assessments? 2. Should the student also be provided the *Scheduled Extended Time* or *Multiple Testing Sessions* accommodation?

Special Test Environments	
Multiple Testing Sessions	1. Does the student typically require extra time over several days to complete classroom assignments and similar classroom assessments? 2. Does the student need additional time to complete the test (i.e., the *Scheduled Extended Time* accommodation) in addition to more frequent breaks or the test given over multiple days? If so, the IEP Team or Section 504 Committee should discuss whether *Scheduled Extended Time* should also be documented as an appropriate accommodation. 3. Can the student finish the test within the given time constraints but with more frequent breaks or over multiple days? If so, *Scheduled Extended Time* should ***not*** be documented as an appropriate accommodation. 4. Does the student routinely use the *Multiple Testing Sessions* accommodation during regular classroom instruction and similar classroom assessments? 5. Is the student using another accommodation during the administration of the state test that may require the provision of the *Multiple Testing Sessions* accommodation? 6. Should the student be provided the *Testing in a Separate Room* accommodation? 7. Has there been discussion as to how the *Multiple Testing Sessions* accommodation will be provided to the student during the administration of the state test?
Scheduled Extended Time	1. Does the student typically require extra time to complete classroom assignments and similar classroom assessments? 2. Does the student routinely use the *Scheduled Extended Time* accommodation during regular classroom instruction and similar classroom assessments? 3. Is the student being provided another accommodation during the administration of the state test that may require the provision of the *Scheduled Extended Time* accommodation? 4. Can the student complete the state test with extended time on one day? If not, the *Multiple Testing Sessions* accommodation should be discussed.

	5. Should the student be provided the *Testing in a Separate Room* accommodation? 6. Has there been discussion as to how the *Scheduled Extended Time* accommodation will be provided to the student during the administration of the state test?
Testing in a Separate Room	1. Does the student typically require a separate room to complete classroom assignments and similar classroom assessments? 2. Is the student being provided another accommodation during the administration of the state test that may require the provision of the *Testing in a Separate Room* accommodation? 3. Will the student receive this accommodation during the state test administration on an individual basis or in a small group? Has the maximum number or a range for the small group been specified on the IEP or Section 504 Plan? 4. Does the student require a study carrel, special furniture, or special lighting?

Appendix B

Accommodation Notification Request Form

In rare cases, a student with a disability may require the use of an accommodation that is not specified in the state accommodations' publications in order to access state tests. In such cases, the following procedures must occur.

Directions for School Test Coordinators:

1. Complete a copy of the *Accommodation Notification Request Form* (available from the LEA test coordinator or at http://www.ncpublicschools.org/accountability/policies/accom). Include all requested information. Additional pages may be attached.
2. Provide specifics to ensure an accurate evaluation.
3. Make sure the requested accommodation is used routinely in the classroom.
4. Submit the request to the local education agency (LEA) test coordinator or charter school test director using a secure method (e.g., encrypted file via e-mail, courier service, hand delivery).

Directions for LEA Test Coordinators/Charter School Test Directors:

1. Screen the request to ensure it is valid and all necessary details/information are included.
2. If the request is deemed invalid, provide feedback to the school test coordinator.
3. If the request is valid, complete the electronic version of the *Accommodation Notification Request Form* located on the NC Education ordering page and click submit.
4. The form must be received by the NCDPI within 30 days of the Individualized Education Program (IEP) or Section 504 Committee decision or at least 3 weeks before the test administration, whichever occurs first.

NCDPI Review/Response:

1. The request submitted to the NCDPI by the LEA test coordinator/charter school test director will be reviewed and a determination made regarding the validity of the accommodation(s).
2. The NCDPI will notify the LEA test coordinator/charter school test coordinator via written response whether the request for the use of the special accommodation is approved or denied.

Accommodations used during the administration of North Carolina tests must be used routinely during classroom instruction and similar classroom assessments. The use of certain unauthorized accommodations may invalidate test results. Invalid test results must not be included in the student's permanent record, used for placement purposes, or used for accountability purposes.

Accommodation Notification Request Form	
School Code (6 digits)	
School Name:	
Student Name:	
Student ID Number:	
Assigned Grade Level:	
Testing Accommodation Documentation:	☐ **Section 504 Plan** ☐ **Individualized Education Program (IEP)**
Name of State Test(s):	☐ Beginning-of-Grade 3 ☐ End-of-Grade Math ☐ End-of-Grade Reading ☐ End-of-Grade Science ☐ End-of-Course Biology ☐ NC Math 1 ☐ End-of-Course English II ☐ College and Career Readiness ☐ NCFE English I ☐ NCFE English III ☐ NCFE English IV ☐ NCFE Grades 4–8 Social Studies ☐ NCFE American History: The Founding Principles, Civics, and Economics ☐ NCFE World History ☐ NCFE American History I ☐ NCFE American History II ☐ NCFE Grades 4, 6, 7 Science ☐ NCFE Chemistry ☐ NCFE Physics ☐ NCFE Physical Science ☐ NCFE Earth/Environmental Science ☐ NCFE NC Math 2 ☐ NCFE NC Math 3 ☐ NCFE Advanced Functions and Modeling ☐ NCFE Discrete Mathematics ☐ NCFE Precalculus ☐ ***NCEXTEND1*** ☐ ACCESS for ELLs 2.0 ☐ W-APT
First Test Date ***mm/dd/yyyy***	
Specify the Accommodation (2–3 words):	
Describe <u>in detail</u> how the accommodation will be used during the test administration.	

Explain <u>in detail</u> the reason(s) the accommodations available in the state accommodations publications are not appropriate for the student.	
Explain <u>in detail</u> the reason(s) that the student requires the use of the accommodation. Documentation must be on file to verify that the student has used this accommodation routinely during regular classroom instruction and similar classroom assessments this school year.	

Exceptional Children Teacher's Signature Date

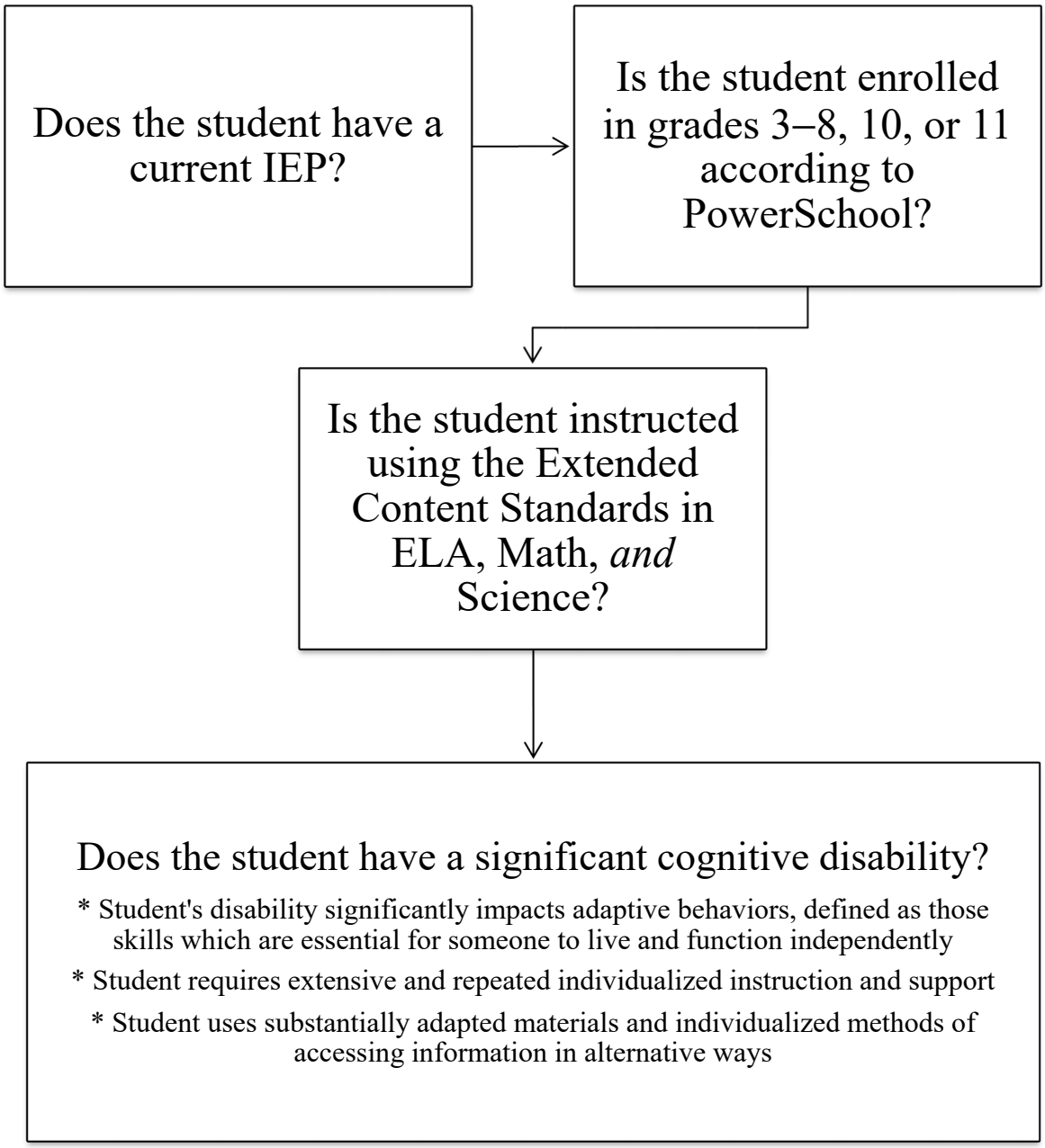
Principal's Signature Date

LEA Test Coordinator's Signature Date

Appendix C

North Carolina Alternate Assessment Decision-Making Chart

Individualized Education Program (IEP) teams can utilize this chart to determine if a student is eligible to take the ***NCEXTEND1***. In order for a student to be eligible to take the ***NCEXTEND1*** alternate assessment, the answer to each question must be "yes."



Appendix D

TESTING ACCOMMODATIONS: LOGISTICS PLANNING CHECKLIST[1]

Directions: This Logistics Planning Checklist can be used in the planning and implementation of assessment accommodations for an individual student. Use the checklist by indicating Y (Yes), N (No), or NA (Not Applicable).

ACCOMMODATIONS THROUGHOUT THE ACADEMIC YEAR	Y	N	NA
1. Accommodations are documented in student's IEP or 504 Plan.	☐	☐	☐
2. Student uses accommodations regularly and evaluates use.	☐	☐	☐
3. A master accommodations plan/database listing assessment accommodation needs for all tested students is updated regularly.	☐	☐	☐

PREPARATION FOR TEST DAY	Y	N	NA
4. Special test editions are ordered for individual students based on information contained in master accommodations plan (e.g., Braille, large print).	☐	☐	☐
5. Test administrators/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/database).	☐	☐	☐
6. Adult supervision is arranged and test administrators receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available).	☐	☐	☐
7. Trained readers, scribes, and sign language interpreters are arranged for individual students (with substitutes available).	☐	☐	☐
8. Special equipment is arranged and checked for correct operation (e.g., calculator, word processor).	☐	☐	☐

ACCOMMODATIONS ON THE DAY OF THE TEST	Y	N	NA
9. Accommodations are documented on student's IEP or 504 Plan.	☐	☐	☐
10. Student uses accommodations regularly and evaluates use.	☐	☐	☐
11. A master accommodations plan/database listing assessment accommodation needs for all tested students is updated regularly.	☐	☐	☐

CONSIDERATION AFTER THE DAY OF THE TEST	Y	N	NA
12. Responses are transcribed to scannable answer sheets/documents for students using student marks answers in test book, special equipment, dictation to a scribe, and other accommodations in which the student does not record his or her answers on the regular answer document.	☐	☐	☐
13. All equipment is returned to appropriate locations.	☐	☐	☐
14. Students who take makeup tests receive needed accommodations.	☐	☐	☐
15. Effectiveness of accommodations use is evaluated by test administrators and students, and plans are made for improvement.	☐	☐	☐

[1]Sandra J. Thompson, et al., Accommodations Manual: How To Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities (Washington, DC: Council of Chief State School Officers, 2005) 53.

Appendix E

Review of Accommodations Used During Testing

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

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

☐ Regular Administration ☐ Other Administration

School	
Grade	
Test Date	
Test Administrator	

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

Printed name of person completing this portion of the form: _____

Signature of person completing this portion of the form: _____

Printed name of person completing this portion of the form: _____

Signature of person completing this portion of the form: _____

Comments/considerations for next IEP/504/EL/Transitory Impairment team meeting:

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

NCDPI Division of Accountability Services

February 2016
Stock No. 16696

Appendix F

Review of Accommodations Used During *NCEXTEND1* Testing

Student Name	
PowerSchool ID	
Case Manager	
Check if EC student is also identified as EL	☐ English Learner (EL)
Dates of Plan	Start Date:
	End Date:
Test	***NCEXTEND1***
Subject	

Complete one form per test. Before testing, complete the top of the form and Column 1. During/after testing, complete Column 2. Completed forms should be kept in the student's Individualized Education Program (IEP) folder to be accessible for future reference. Testing accommodations for the ***NCEXTEND1*** should be consistent with the accommodations used routinely during classroom instruction and on similar classroom assessments.

☐ Regular Administration ☐ Other Administration

School	
Grade	
Test Date	
Assessor	

Column 1: To Be Completed before Testing		**Column 2: To Be Completed during/after Testing**	
Check the required accommodations documented on the student's IEP.		Was this accommodation ***provided*** to the student during testing?	Describe the specific details of how this accommodation was provided to the student. Did the student ***use*** the accommodation? If yes, ***how*** did he/she use it?
☑	**Example:** ***Multiple Testing Sessions*** ***Specify: 5-minute break every 15 minutes***	**Example:** ***Yes***	**Example:** ***The student took a 5-minute break every 15 minutes as scheduled.***
☐	Braille Materials		
☐	Large Print Materials		
☐	Assistive Technology Devices Specify:		
☐	Interpreter/Transliterator Signs/Cues Test		
☐	Magnification Devices		
☐	Student Reads Test Aloud to Self		
☐	Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (**EL only**)		
☐	Multiple Testing Sessions Specify:		
☐	Testing in a Separate Room		
☐	Adaptations to NCDPI-provided manipulatives, such as raised lines, enlarged text/pictures, placement of pictures on information boards, and use of student-specific symbols		
☐	Special NCDPI-Approved Accommodation(s) Specify:		

Printed name of the person completing this portion of the form: _____

Signature of the person completing this portion of the form: _____

Printed name of the person completing this portion of the form: _____

Signature of the person completing this portion of the form: _____

Comments/considerations for next IEP team meeting:

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

NCDPI Division of Accountability Services

February 2016
Stock No. 15825

Appendix G

NC Timeline for Transition to the Unified English Braille Code (UEB)

Year	Commencement Date	Action	Production	State Testing (Prison Braille Program)
Pre-T	November 10, 2014	Unified English Braille (UEB) Vision Institute		
	December 5, 2014	Stakeholder meeting to discuss implementation plan		
	Before the 2015 March Institute	Submit completed implementation plan		
	June 2015 *Occurred September 2015	Decision analysis with Stakeholder feedback regarding continued instruction in UEB Math or Nemeth with embedded UEB text		
	July 2015	EC Division Summer Institutes: UEB training		
	September 11, 2019	Stakeholder meeting decision to implement UEB Math		
1	2015-2016 school year	Pre K-1st grade begin UEB & UEB math instruction, with access to materials from American Printing House for the Blind (APH) 2nd-12th grades transition from EBAE & Nemeth to UEB & UEB Math, through introduced instruction Professional Development: DPI Regional UEB Trainings North Carolina Central University Visual Impairment Training Program (NCCU VITP): Braille Course in UEB	APH and the Textbook Warehouse will produce new state adopted textbooks in UEB and UEB Math for all grades Technical, science, & mathematics books produced in Nemeth with embedded UEB text by request Textbooks previously transcribed in EBAE, will be available upon request	Testing materials will not be impacted during this first transition year
2	2016-2017 school year	K-12th grades UEB Instruction, including UEB Math	All new state adopted textbooks produced in UEB and UEB math	3rd-12th grades, State test will be available in UEB and UEB Math

Revised: 9/30/2015

Appendix G (continued)

NC Timeline for Transition to the Unified English Braille Code (UEB)

Year	Commencement Date	Action	Production	State Testing (Prison Braille Program)
2 Cont.		3rd -12th grades will have option of accessing EBAE & Nemeth materials during the transition until 2019-2020 school year DPI Regional UEB Trainings NCCU VITP: Braille Course in UEB	Technical, science, & mathematics books produced in Nemeth with embedded UEB text by request Textbooks previously transcribed in EBAE, will be available upon request	Teachers must make special request for EBAE or Nemeth with embedded UEB text.
3	2017-2018 school year	K-12th grades.UEB Instruction, including UEB Math DPI Regional UEB Trainings (Tentative) NCCU VITP: Braille Course in UEB	All new state adopted textbooks produced in UEB and UEB math. Technical, science, & mathematics books produced in Nemeth with embedded UEB text by request Textbooks previously transcribed in EBAE, will be available upon request	3rd graders will be tested using UEB & UEB Math 4th-12th grades, State test will be available in UEB and UEB Math Teachers must make special request for EBAE or Nemeth with embedded UEB text
4	2018-2019 school year	K-12th grades UEB Instruction, including UEB Math NCCU VITP: Braille Course in UEB	All new state adopted textbooks in UEB and UEB math Technical, science, & mathematics books produced in Nemeth with embedded UEB text by request Last year for teachers to obtain previously produced textbooks in EBAE format Last year for teachers to obtain textbooks in Nemeth with embedded UEB text.	4th -12th grades, State test will be available in UEB and UEB Math Teachers must make special request for EBAE or Nemeth with embedded UEB text Last year for EBAE or Nemeth with embedded UEB text as an option for state testing
5	2019/2020	Transition Complete	All new state adopted textbooks in UEB and UEB math Special requests for textbooks in EBAE or Nemeth with embedded UEB text will be considered on a case by case basis	First full year for all testing in UEB literary and UEB math for all grades. Special Requests for EBAE or Nemeth with embedded UEB test will be considered on a case by case basis

Revised: 9/30/2015

Special Print Versions Error Report Form

North Carolina Testing Program

Check One:
- ☐ Braille
- ☐ Large Print
- ☐ Large Print – One Test Item Per Page
- ☐ One Test Item Per Page
- ☐ Other – Please specify _____

_____

The following information must be completed for each form submitted:

LEA Number: _____

LEA Name: _____

School Name: _____

Test Administrator Name: _____

Test Information

Test Name: _____

Test Form Letter: _____

Test Form Number: _____

Test Administration Date: _____

For EOG, please check the appropriate section/test that contains the noted potential error(s):
☐ ELA/Reading ☐ Math – Calculator Inactive ☐ Math – Calculator Active ☐ Science

Instructions: Record in the spaces provided information about errors found in a special print version (i.e., braille, large print, large print/one test item per page, or one test item per page). Use a separate error report form for each test/form. The LEA must have a mechanism in place to connect the student to the specific test in case the score must be recalculated due to the error. The LEA test coordinator must retain the original copy of this completed error report form and keep it on file for six months following the return of test scores. The LEA must also submit a copy of the report form to the NCDPI/TOPS, as specified below, and submit a copy of the form to the Regional Accountability Coordinator (RAC).

Potential Error(s)			For NCDPI Use Only		
Page Number*	Item Number	Description	Proofer Notes	NCDPI Notes	SA
					☐
					☐
					☐

* Please list page number in accommodated test book

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FAX original to 919.515.4647
ATTN: Accommodations Test Coordinator

Attach a copy to test, return to TOPS
Forward a copy to the RAC
Retain original for LEA records

Stock No. 15754

Appendix I

List of Abbreviations and Acronyms

Abbreviation or Acronym	Meaning
ACCESS for ELLS 2.0	Accessing Comprehension and Communication in English State-to-State for English Language Learners
AMO	Annual Measurable Objective
ASL	American Sign Language
BANA	Braille Authority of North America
BOG3	Beginning-of-Grade 3 Reading Test
CCRAAs	College and Career Readiness Alternate Assessments
CECAS	Comprehensive Exceptional Children Accountability System
EBAE	English Braille American Edition
EC	Exceptional Children
EL	English Learner
EOC	End-of-Course
EOG	End-of-Grade
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FDF	First Day of Fall
FDS	First Day of Spring
IDEA	Individuals with Disabilities Education *Improvement* Act
IEP	Individualized Education Program
IPA	International Phonetic Alphabet
LEA	Local Education Agency
NAEP	National Assessment of Educational Progress
NAGB	National Assessment Governing Board
NCDPI	North Carolina Department of Public Instruction
NCES	National Center for Education Statistics
NCFE	North Carolina Final Exams
NC*SCS*	North Carolina *Standard Course of Study*
OTISS	Online Testing Irregularity Submission System
RAC	Regional Accountability Coordinator
SBE	State Board of Education
Section 504	Section 504 of the Rehabilitation Act of 1973
SIQ	Student Interface Questions
TOPS	Technical Outreach for Public Schools
TNN	Testing News Network
UEB	Unified English Braille
USED	U.S. Department of Education

ACKNOWLEDGMENTS

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