

Online

# North Carolina Final Exams

## Test Administrators' Guide



# 2016–17



Office of the Deputy State Superintendent  
Division of Accountability Services

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## General Information

### Purposes of the North Carolina Final Exams

The North Carolina Final Exams (NCFEs) serve several purposes. In 2011, the State Board of Education (SBE) voted to require an annual evaluation for every teacher in North Carolina. According to State Board policy TCP-C-004, “the intended purpose of the North Carolina Teacher Evaluation Process is to assess the teacher’s performance in relation to the North Carolina Professional Teaching Standards and to design a plan for professional growth. The principal or a designee (hereinafter “principal”) will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).” The NCFEs are considered standardized artifacts reflective of student growth for teachers and school growth for participants in the teacher evaluation process. Additionally, SBE policy GCS-A-016 requires public schools to use the course-specific operational assessments as the only final exams for specific courses and to use the results from all course-specific operational assessments as a minimum of twenty percent (20%) of the student's final grade for each respective course.

### Testing Formats and Availability

For the 2016–17 school year, all NCFEs are available in both online and paper-and-pencil formats, but the North Carolina Department of Public Instruction (NCDPI) encourages districts/schools to continue to move toward online assessments as much as their local technical infrastructure will allow.

Online administrations of the NC Math 2 and NC Math 3 assessments are required through NCTest. If local education agencies (LEAs) do not have the technology capability to support administering students the NC Math 2 and NC Math 3 assessments online, a letter indicating the reason(s) for the hardship must be submitted for approval to the Director of Accountability Services. LEAs ordering paper/pencil materials for the NC Math 2 and/or NC Math 3 must have an approved letter on file with the North Carolina Department of Public Instruction (NCDPI) and must order paper/pencil materials through the NC Education materials ordering page. Paper/pencil orders for NC Math 2 and NC Math 3 will be reviewed and verified by the NCDPI prior to processing/shipping. A letter does not need to be submitted to the Director for approval for students with disabilities who require a paper/pencil mode for accessibility.

Online assessments are presented through a secure platform (e.g., NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App with required security measures). All test items are formatted specifically for online presentation and presented on the screen one test item at a time. Online assessments provide a toolbar at the top of the screen that includes the following options: Reset, Flag, Strike, Highlight, Unhighlight, Clear Highlight, and Help. Navigation buttons (i.e., First, Back, Pause, Next, and Review) are located at the bottom of the screen. Scroll bars appear on test items as needed, based on the length of the test item or font size.

Online assessments are available to all students in regular or large font and in alternate background colors; however, the North Carolina Department of Public Instruction (NCDPI) recommends these options be considered only for students who routinely use similar tools (e.g.,

color acetate overlays, colored background paper, and large print text) in the classroom. It is recommended that students be given the opportunity to view the large font and/or alternate background color versions of the online tutorial and released forms of the assessment (with the device to be used on test day) to determine which mode of administration is appropriate. Students with the documented accommodation *Computer Reads Test Aloud—Student Controlled* have access to audio files of item content for all online assessments except those that measure reading skills (i.e., English I, III and IV).

Note: Grades 4 and 5 social studies and grade 4 science are only available for administration in the spring.

### **Information about Test Items**

All NCFEs contain a small portion of experimental (field test) items, which do not count toward or against a student's score. These items are indistinguishable from operational items and should not interfere with the students' test-taking experience.

### **Final Grades**

State Board policy GCS-A-016 requires public schools to use results from all course-specific operational assessments as a minimum of twenty percent (20%) of the student's final grade for each respective course. This requirement does not apply to end-of-year assessments in grades 3–8 nor does it apply to Occupational Course of Study (OCS) students. However, public schools may adopt policies to use results from the NCFEs in grades 3–8 and for OCS students as part of the student's final grade.

### **Eligible Students**

Per State Board policy GCS-A-016, all eligible public school students shall participate in the administration of the NCFEs (standard administrations with or without accommodations).

Note: Effective with the 2016–17 school year, the administration of NCFEs is optional for charter schools. An exception to this policy is for charter school students enrolled in courses through the North Carolina Virtual Public School (NCVPS). These students must participate in the corresponding NCFEs.

#### **Eligible Students:**

- Regardless of the grade level in which the course is offered, a student enrolled in a course that requires an NCFE shall take the appropriate assessment at the completion of the course. (The scores are considered standardized artifacts reflective of student growth for teachers and school growth for participants in the teacher evaluation process.) This requirement does not apply to:
  - students for science NCFEs at grades 4, 6, and 7 whose teachers have their test scores for the same year from the end-of-grade (EOG) tests of English language arts (ELA)/reading and/or mathematics and/or the social studies NCFEs, or
  - students for social studies NCFEs at grades 4, 5, 6, 7 and 8 whose teachers have their test scores for the same year from the EOG tests of ELA/reading, mathematics, and/or science, and/or the science NCFEs.

Note: School systems may elect to administer the science and social studies NCFEs even if teachers have ELA/reading, mathematics, science, or social studies test scores. However, the decision must be applied consistently to all schools within a district. When a school system opts to administer these NCFEs, the scores are considered standardized artifacts reflective of student growth for teachers and school growth for participants in the teacher evaluation process.

- Students (including seniors) who are exempt from final exams by local board of education policy shall not be exempt from these assessments.
- Students who are identified as failing a course/grade/subject for which an NCFE is required shall take the appropriate assessment.
- Students repeating a course must take the NCFEs.
- Students with disabilities must participate in the NCFEs with or without accommodations.
- Students identified as English Learners (ELs) must participate in the NCFEs with or without accommodations.
- Students identified as ELs 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 eligible to be assessed on the NCFEs for English I, English III, and English IV. However, they are required to participate in the administration of the NCFE s for science, mathematics, and social studies.
- Transfer students must take the NCFEs. The NCDPI will determine membership, not the local school system.
- All students (including charter school students) enrolled in North Carolina Virtual Public School (NCVPS) courses that administer the NCFE must take the NCFE at their local school. This includes NCVPS Occupational Course of Study courses that are taught jointly between the LEA and NCVPS.

**Ineligible Students:**

Note: The 95 percent tested rule does not apply to the NCFEs.

- All students in AP and IB courses are ineligible to participate in the administration of the NCFEs.
- Students with disabilities, who are currently instructed on the Extended Content Standards and according to their Individualized Education Programs (IEPs) participate in the **NCEXTEND1** alternate assessments, are not eligible to participate in the NCFEs.
- Students identified as ELs, who score below Level 4.0 Expanding on the reading subtest of the W-APT and are in their first year in U.S. schools, are not eligible to participate in the NCFEs for English I, English III, and English IV.
- Students taking a course for credit recovery are not eligible to participate in the NCFEs.
- Students enrolled in online courses taught by persons not employed by the school district (e.g., students enrolled in an early college course taught by a college professor) are not eligible to participate in the NCFEs.
- In rare cases, students may be medically fragile because of a significant medical emergency and/or condition and are unable to participate in a specific test administration. These students may be granted a medical exception for the NCFEs. It is a local decision as to how requests for medical exceptions are to be processed for the NCFEs. Medical exceptions for final exams are NOT to be sent to the NCDPI. However, if a student has been granted a

medical exception by the NCDPI for the current school year's testing window(s), it may be extended to include the NCFEs at the discretion of the LEA.

- Students enrolled in summer school are ineligible. NCFEs are not available during summer school programs.

### **Testing Window for the North Carolina Final Exams**

Test administrators must administer the NCFEs during the last five (5) days (4x4/semester courses) or the last ten (10) days (traditional yearlong schedule) of the instructional period (SBE policy GCS-A-016). For school systems that were required to adjust their school schedules because of adverse weather conditions or other emergencies, the testing schedule should be adjusted to fall within the final five (5) days (4x4/semester) or last ten (10) days (yearlong) of the adjusted school year.

Note: NCFEs are not available for administration during summer school programs.

### **Makeup Testing**

Any student absent (i.e., not present) from the test administration during the five- or ten-day testing window, including scheduled makeup days, must be allowed to make up the test. Testing for makeups is permissible after the window closes; it is also permissible to do makeup testing on noninstructional days. Makeup sessions scheduled after the testing window closes should occur within ten (10) working days from the date of the original test administration for each test. The count for makeup days for each test begins with the first working day after the administration date of each test. The LEA test coordinator will specify how makeup tests are to be handled at the school and will schedule dates and times for completing makeup tests in each school.

### **Retesting**

No retests are permitted for the NCFEs unless a misadministration is declared.

### **Misadministrations**

School systems must monitor test administration procedures. According to SBE policy GCS-A-001, if school officials discover any instance of improper administration and determine the validity of the test results has been affected, they must notify the local board of education, order the affected students to be retested, and declare a misadministration. Only the superintendent and the school system test coordinator have the authority to declare misadministrations at the local level.

The LEA test coordinator will specify how misadministrations are to be handled at the school and will schedule dates and times for readministering the tests in each school. All misadministrations must be documented and reported using the appropriate procedures outlined in the Online Testing Irregularity Submission System (OTISS).

Only scores resulting from a valid test administration should be used as a minimum of twenty percent (20 %) of the student's final grade for the respective course and be considered as a standardized artifact reflective of student growth for teachers and school growth for participants in the teacher evaluation process.

## Administration Time and Testing Schedule

The administration time for all NCFEs (elementary, middle, and high schools) is 120 minutes. No administration of the NCFEs may exceed the 120 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 NCFEs must be administered in one school day (i.e., not over two or more days) except for students with documented special needs requiring accommodations, such as *Multiple Testing Sessions*. Refer to the following chart for the test administration times.

Activity	Time
Administration Time	120 minutes
2 Two-Minute Breaks	4 minutes
General Instructions	12 minutes
<b>Total Time</b>	<b>136 minutes</b>

**Note:** Students are provided the first break after 40 minutes of testing; the second break is provided after another 40 minutes of testing. During the breaks, students must not be allowed to talk or to leave the room except in an emergency (i.e., illness, necessary restroom break).

## Confidentiality of Student Scores

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

Any written material containing personally identifiable information from the student's educational records (i.e., identifiable scores of individual students on tests) shall not be disseminated or otherwise made available to the public by any member of the SBE, any employee of the SBE, the State Superintendent of Public Instruction, any employee of the NCDPI, any member of a local board of education, any employee of a local board of education, or any other person, except as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. §1232g.

## Teacher Item Review for NC Math 2 and NC Math 3

Because the NCFEs for NC Math 2 and NC Math 3 are newly developed and administered during the regular testing windows for the 2016–17 administrations, teachers are requested to provide feedback on the test items. Reviewers must be persons employed by the school system, either permanently or contractually, and have professional training in education (preferably a North Carolina educator's license) and the state testing program. Reviewers must also have a valid NC Education account. This account must be assigned as a teacher account for the assessing school by either the school test coordinator or LEA test coordinator. The school test coordinator will designate the time and location of the review. The review must be completed under secure conditions in a group setting (i.e., three or more designated school personnel). High school math teachers, special education teachers, and English as a second language (ESL) teachers who know the curriculum and/or work with students should complete the online item review.

A web link will be distributed by the LEA test coordinators for the purpose of teacher item review activities. The window for the item review is February 1, 2017, through February 28, 2017.

## Accommodations and Alternate Assessments

### Students with Disabilities

Students with disabilities, including students receiving services under Section 504, may receive testing accommodations for the NCFEs. Documentation must exist in the students' current IEPs or Section 504 Plans to substantiate the provision of these accommodations. The documented accommodations must be used routinely during classroom instruction and similar classroom assessments that measure the same construct.

The superintendent or superintendent's designee, usually the LEA test coordinator, is responsible for ensuring secure accommodated test materials are ordered properly. For ordering purposes, requests for special print versions (*Braille, Large Print, One Test Item Per Page, and Large Print One Test Item Per Page* editions) must be entered into the Testing News Network's (TNN) ordering system. Orders for special print versions must be placed at least thirty (30) working days before the actual test administration date. Requests for special print versions other than those specified in this guide must be submitted on an *Accommodation Notification Request Form*.

Test administrators who provide accommodations for students with disabilities must refer to the most recent publication of *Testing Students with Disabilities* and any published supplements or updates for additional information regarding appropriate testing procedures and accommodations. This publication is available through the local school system or at <http://www.ncpublicschools.org/accountability/educators/tswd>.

Alternate assessments are **not** available for the NCFEs.

### English Learner Students

Students identified as ELs 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 eligible to be assessed on the NCFEs for English I, English III, and English IV. However, they are required to participate in the administration of the NCFEs for science, mathematics, and social studies.

On a case-by-case basis where appropriate documentation exists, students identified as English Learners (ELs) may receive testing accommodations for the NCFEs. The need for the accommodations must be documented in the students' current EL plans/documentation to substantiate the provision of these accommodations. Moreover, the documented accommodations must be used routinely during classroom instruction and similar classroom assessments that measure the same construct.

For additional information on accommodations and guidelines for testing EL students, refer to the most recent publication of *Guidelines for Testing Students Identified as English Learners* and any published supplements or updates. These publications are available through the local school system or at [www.ncpublicschools.org/accountability/policies/slep/](http://www.ncpublicschools.org/accountability/policies/slep/).

## Students with Transitory Impairments and Section 504

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

### ***Multiple Testing Sessions over Multiple Days***

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. In cases in which students have an extended break in the same day, such as a break for lunch **or** when continuing the test on a subsequent day, NCTest does not block access to previously completed items. Therefore, when students return from an extended break, test administrators must monitor these students carefully to ensure they do not return to previous items if they have had an opportunity to communicate with others or to access any electronic devices during the break.

**Note:** 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.

For students with the *Multiple Testing Sessions* accommodation, the following directions should be followed:

During all breaks, the PAUSE button must be clicked to prevent the online test items from being visible on the computer/tablet screens. 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 will have to log back in to NCTest and launch the test again to allow the student to continue working on the assessment.

The student should **not** click the END TEST button on days in which he/she has additional mini-sessions for testing. If the student does click the END TEST button on days in which he/she will continue working on the assessment following an extended break, the LEA test coordinator must RESUME the assessment in NC Education under the Admin Entry Tab for the appropriate assessment before the student can continue.

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 the 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.

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

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

On days before the test administration, Column 1 of the *Review of Accommodations Used During Testing* form (see Appendix C) must be used to record the required testing accommodations documented on students' IEPs, Section 504 Plans, EL documentation, or transitory impairment documentation. One form is to be completed per assessment per student.

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

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

Completed forms must be returned to the school test coordinator to be kept in the students' IEP folders and/or Section 504/EL/transitory impairment documentation so they are accessible to IEP/504/EL teams for future reference when considering the students' needs for accommodations. For a list of testing accommodations for the online NCFEs, see Appendix B.

### **Accessibility Features for All Students**

NCDPI-approved accessibility features are available for all students taking NCFEs. Accessibility features may be embedded in an online assessment or provided by the test administrator. The use of 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. Accessibility features must not be introduced for the first time during state assessments. See Appendix A for the accessibility features approved by the North Carolina Testing Program for use by all students.

## Test Materials

### 2016–17 Online NC Final Exams Test Materials

The following chart lists the materials required for **all** online NCFEs. In addition to the materials listed in the chart, test administrators will need an accurate timing device that does not make noise or sound an alarm. NCFE materials must be ordered from the Testing News Network (TNN) ordering page. Orders will not be prepopulated.

NC Final Exam	Window		NC Final Exams Online Testing Materials List						
	Fall	Spring	Online Guide	Blank Paper	Graph Paper	Calculator (Sci./Graph)	Formula Sheet	Reference Table	
English I	✓	✓	✓	✓					
English III	✓	✓	✓	✓					
English IV	✓	✓	✓	✓					
Grade 4 Soc. Studies <sup>1</sup>		✓	✓	✓					
Grade 5 Soc. Studies <sup>1</sup>		✓	✓	✓					
Grade 6 Soc. Studies	✓	✓	✓	✓					
Grade 7 Soc. Studies	✓	✓	✓	✓					
Grade 8 Soc. Studies	✓	✓	✓	✓					
American History: The Founding Principles, Civics, and Economics	✓	✓	✓	✓					
World History	✓	✓	✓	✓					
American History I	✓	✓	✓	✓					
American History II	✓	✓	✓	✓					
Grade 4 Science <sup>1</sup>		✓	✓	✓					
Grade 6 Science	✓	✓	✓	✓					
Grade 7 Science	✓	✓	✓	✓					
Physical Science	✓	✓	✓	✓		Sci.		✓	
Chemistry	✓	✓	✓	✓		Sci.		✓	
Physics	✓	✓	✓	✓		Sci.		✓	
Earth/Env. Science	✓	✓	✓	✓		Sci.			
NC Math 2	✓	✓	✓	✓	✓	Graph.			
NC Math 3	✓	✓	✓	✓	✓	Graph.			
Adv. Funct. and Modeling	✓	✓	✓	✓	✓	Graph.	✓		
Discrete Mathematics	✓	✓	✓	✓	✓	Graph.	✓		
Precalculus	✓	✓	✓	✓	✓	Graph.	✓		

<sup>1</sup>This exam is only administered in the spring.

## Calculator Requirements

All students must have access to calculators that meet the minimum requirements during the administration of NCFEs requiring calculator use. The minimum calculator requirements for those NCFEs requiring calculator use are as follows:

A **graphing calculator** is the minimum requirement for

- NC Math 2
- NC Math 3
- Advanced Functions and Modeling
- Discrete Mathematics
- Precalculus

A **scientific calculator** is the minimum requirement for

- Physical Science
- Chemistry
- Physics
- Earth/Environmental Science

For additional information on calculator use, see Appendices D–D6.

## Testing Protocol and Procedures

### ***Testing Code of Ethics***

The North Carolina *Testing Code of Ethics* (SBE policy GCS-A-010) applies to the administration of the NCFEs. Before the test administration test administrators must read and study the *Testing Code of Ethics*. The *Testing Code of Ethics* addresses appropriate professional practices for central office and school administrators, test coordinators, teachers (test administrators), and proctors in the areas of securing tests; administering tests; and scoring, reporting, and interpreting test results. The sanctions for violations are also included in the *Testing Code of Ethics* and are applicable to the administration of the NCFEs. See Appendix G for a copy of the *Testing Code of Ethics*.

### **Selection of Test Administrators**

Only persons who are employed by the school system, either permanently or contractually, and have professional training in education (preferably a North Carolina educator's license) and the state testing program (SBE policy GCS-A-010) are permitted to administer secure state tests.

If a school contracts with a third party for the provision of instructional services (e.g., special education teachers/tutors for blind or hearing impaired students), the contracted employee can administer secure state tests only if the employee meets the following criteria:

- holds a valid North Carolina educator's license
- passes a criminal history check as defined in G.S. §115C-332(a)(1) performed at the school
- is trained on test administration in accordance with the North Carolina Testing Program
- signs a test security agreement and understands the sanctions for testing violations. (The signed test security agreement must be kept on file at the school.)

Retired teachers, if employed by the school district as substitute teachers or members of the staff in any capacity, may administer North Carolina tests.

For best practices and to avoid the appearance of a possible conflict of interest, the selection of test administrators should follow these guidelines:

- If the test administrator is the teacher of record who taught the students in the subject/course of the NCFE being administered, then two (2) adults (e.g., the teacher and a proctor [preferably a one-on-one, full-time proctor]) should be present during the test administration.
- If the test administrator teaches the same grade-level subject matter or course as the NCFE being administered, then two adults (e.g., the teacher and a proctor [preferably a one-on-one, full-time proctor]) should be present during the test administration.
- Test administrators (and proctors) should not be assigned to administer (or proctor) an NCFE in a room where his or her relative or ward is to be tested. Additionally, proctors should not be assigned to proctor with a test administrator who is a personal family member or a close acquaintance.

Test administrators shall

- prepare for and attend test administrator training session(s) each testing cycle before administering any secure state assessment, including training sessions on accommodations, if applicable;
- read and sign a Test Security Agreement (provided by the school test coordinator) at the conclusion of every test administration training;
- read this guide thoroughly; and
- review the student directions (script) and be prepared for the variations required by the testing conditions.

### **Assignment of Proctors**

A trained proctor should be assigned and present for each test administration regardless of the number of students tested.

- Proctors may **not** assist students in choosing responses to test questions and shall not, at any time, modify, change, alter, or tamper with student responses to test questions.
- At no time shall proctors be alone with secure test materials.
- At no time shall proctors be responsible for reading directions, test questions, or otherwise providing information for the test administration to students.
- Proctors must not pick up test materials from or return test materials to the school test coordinator at the beginning or the end of testing unless accompanied by the appropriate school personnel.

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

Several conditions should apply when using the roving proctor option:

- Roving proctors must be trained before each test administration.
- Roving proctors should be responsible for no more than three (3) centrally located classrooms.
- There should not be more than 30 students in any testing class or group. Testing rooms with over 30 students should have a one-on-one, full-time proctor.
- The makeup of test groups that will be monitored by a roving proctor must be considered. For example, a small group of students who are easily distracted might not be the best test group for a roving proctor.
- Students must be informed before the day of the test administration that a roving proctor will be coming into and out of the testing room to monitor their test administration.

- The LEA test coordinator must specify the logistics for roving, such as the room assignments, the time spent monitoring in each testing room, and whether the testing room door is to be left open or closed during the testing session.
  - When scheduling roving proctors' time, test coordinators must ensure that equal time is provided to all rooms being monitored. The last room monitored should not remain without a proctor for too long. For example, if the roving proctor is assigned to three rooms and is instructed to move every 30 minutes, the last room will not have a proctor until after an hour of testing has passed. A better scenario would be to have the roving proctor start with five minutes in room 1, go to room 2 for five minutes, move to room 3 for five minutes, and then repeat the process.

Ideally, every test administration should have a proctor present, and it is most preferred when test administrations exceed 30 students. If after working with the RAC and exhausting **all** options, it is not possible to provide either a one-on-one or roving proctor for every test setting, LEAs must complete a *Proctor Hardship Notification Form* (provided by the NCDPI) and submit it to the RAC. This form serves two purposes: (1) to document which districts/charters utilize this option and (2) to have their written assurance that the districts/charters assume responsibility for test security.

### **Internet Security, Security of Test Materials, and Online Content**

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

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

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

### **Test Security Procedures**

The principal shall account for all test materials and shall ensure test security within the school building (SBE policy GCS-A-010). The following test security procedures must be studied and discussed during test administrator training.

### Copying Secure Test Materials

- Secure tests, including all test materials and test questions, must **not** be reproduced in any manner.
- Secure tests must **not** be copied, filed, or used directly in instructional activities.
- **No person** may copy, reproduce, or paraphrase the test materials in any manner for any reason without the prior written consent of the NCDPI Division of Accountability Services/North Carolina Testing Program.

### Classroom Instruction and/or Study Guides

- Excerpts from the secure assessments must **not** be used at any time during classroom instruction or in resource materials such as study guides.
- Instructional materials that contain sample test questions (whether generated locally or obtained from another school system) **must** be shared with the principal and school system test coordinator **before use**.
- Teachers are **not** permitted to discuss specific items from the tests with students or colleagues before, during, or after the test administration or to ask students which test questions were difficult.

### Displays

- Displaying information (e.g., bulletin boards, instructional displays, and reference materials printed or attached to student desks) that contains content being measured or test-taking strategies (e.g., “Tips for Taking Tests,” displays, word lists, word walls, definitions, writing formulas, multiplication tables, number lines, mathematical formulas/theorems) in any manner or form in the room during a test administration will result in a misadministration. These displays must be covered or removed.
- Failure to cover or remove such displays during a test administration is considered a violation of the *Testing Code of Ethics*.

### Testing Environment

- All rooms designated for testing must be quiet, orderly, comfortable, with adequate seating, lighting, and heating/cooling.
- A “Testing—Do Not Disturb” sign should be ready to post outside the testing room.
- Each student must have enough space in which to work.
- Seating must be arranged to discourage students from sharing responses.
- Only under the following circumstances are study carrels or privacy shields permitted:
  - A classroom may use study carrels if the students’ assigned seats are multistudent desks (i.e., desks that seat two or more students).
    - For this option, a one-on-one, full-time proctor *must* be present throughout the entire test administration to assist the test administrator with monitoring.

- A study carrel may be appropriate for a student with the *Testing in a Separate Room* accommodation in a one-on-one or small-group setting. Use must be documented in the current IEP, Section 504 Plan, or EL documentation.

### Monitoring Students during the Assessment

- Personal cell phones/electronic devices must not be used during the test administration, including breaks.
- Talking casually with a proctor or other staff, or engaging in any activity in the testing room not directly related to the test administration is not allowed.
- Test administrators and proctors are not to read test questions from students' computer monitors or tablets used for online assessments (except for students with documented special needs requiring accommodations, such as *Test Administrator Reads Test Aloud [in English]*)
- Test administrators and proctors **cannot indicate answers** to students. Some examples include but are not limited to
  - telling students to “look at the question again” or offering similar advice;
  - making a facial expression, hand gesture, or utterance (e.g., coughing, clearing throat) to indicate approval or disapproval of the student's response; and
  - standing beside the desk, reading a question, looking at the student's response, and then pointing to the correct answer or pointing to the question as if to indicate “read the question again because you have the wrong answer.”
- Test administrators and proctors **cannot help** students by
  - explaining the directions in their own words;
  - explaining the meaning of any word in the directions, test questions, or answer choices;
  - rephrasing test questions;
  - translating a word or phrase into another language; or
  - providing synonyms for unknown words.

### Accounting For and Storing Test Materials

- The test administrator must count and record the number of secure test materials and supplemental materials
  - when the materials are first received,
  - before the distribution of materials to students,
  - after the test administration, and
  - when the materials are returned to the school test coordinator.
- The test administrator must immediately report any discrepancies in the count to the school test coordinator/principal.

- Computers/tablets that are open and display the students' START screens, test material, or are paused must not be left unattended by the test administrator at any time.
- Ensure any information from the online test saved or cached on any network appliance or computer or tablet is purged or deleted immediately following the completion of the test administration session.
- Immediately following the test administration, the test administrator must return all testing materials to the school test coordinator according to the directions specified in this guide.
- The school test coordinator shall collect, count, and return all test materials to the secure, locked facility.

#### Access to Secure Tests

- Access to the assessments shall be limited to school personnel who have a legitimate need.
- NC Education usernames and passwords must remain secure and must not be shared or compromised.
- School personnel must not disclose the contents of secure tests, discuss with each other or with students any of the test items or information contained within the tests, or write about them on the Internet or on social media sites.
- Visitors to the classroom are prohibited during the test administration except when required for state or local monitoring of test administrations or under extreme circumstances (i.e., emergency situations).

#### Read Aloud or Signing/Cueing Administrations

- Test administrators who provide read aloud or signing/cueing administrations have the added responsibility of maintaining confidentiality because of the access they are granted for these types of accommodations. It is strictly prohibited for test administrators who give these administrations to divulge the contents of the assessment, generally or specifically, to anyone or to copy or record test items.

### **Prohibited Items in the Testing Room**

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

Prohibited items include:

- Electronic devices. Other than permitted calculators, students are not allowed to have in their possession or to use cell phones or any other electronic recording, listening, scanning, or photographic devices at any time during testing, including breaks. **Any student found or observed with a cell phone/electronic device during testing time must be dismissed from testing and a misadministration declared for that student.**

- If the test administrator or proctor believes a cell phone/electronic device was used during the test administration to store or exchange information or to make an image of the test, the device must be collected from the student and the school test coordinator contacted immediately.
- If a student must be removed from testing because he/she has a cell phone/electronic device during testing, the test administrator must not leave the testing room unattended. The test administrator must remain in the room, and the school test coordinator must be notified and the student removed.
- Before testing begins, test administrators and proctors must turn off their personal cell phones/electronic devices and ensure these devices are not visible during testing, including breaks. Test administrators' and proctors' personal cell phones/electronic devices must not be used during the test administration or during breaks.
- Personal belongings. Students' personal belongings must be placed under their seats, and students must not be permitted to access them at any time during testing, including breaks.
  - Students who complete the test before the scheduled time is over must be provided the opportunity to read novels or other nontextbooks (e.g., magazines) while waiting for other students to finish the test. See the following section, *Procedures for Students Who Complete the Test before the Scheduled Time Is Over*, for additional information.
- Testing Aids. Textbooks, reference books, thesauruses, smartwatches, smartpens, music, notes, bookmarks, number lines, multiplication tables, personal learning devices or any unapproved testing aids are prohibited during the administration of any assessment in the North Carolina Testing Program.

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

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

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

- To the extent possible, only one student at a time is to be excused to the restroom.
- The student's test materials must be secured.
- The PAUSE button must be clicked to prevent the online test items from being visible on the computer monitor or tablet.
- The test administrator must note the time the student left the room to ensure the student has the allotted amount of time to complete the test upon return.

- If necessary, an appropriate member of the school staff may accompany the student to the restroom. Students must be accompanied if more than one is allowed to leave during the test at the same time.
- Upon return from the restroom, the student must click the CONTINUE button in order to resume work on the test.

## **Procedures for Students Who Complete the Test before the Scheduled Testing Time Is Over**

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

- verify that the student has clicked the End Test button to close the test (Once students have clicked the End Test button, they will not be able to return to the test items. A STOP sign will appear on students' screens after the End Test button has been clicked and the test has been closed.);
- collect all ancillary materials (e.g., calculators, used and unused papers, borrowed pencils); and
- ensure the student's reading material is a novel or other nontextbook, such as a magazine. (Textbooks, reference books, e-book readers, thesauruses, audio books, music, notes, or any unapproved testing aids are prohibited during the administration of any test in the North Carolina Testing Program. *During the scheduled testing time, students are only allowed to read novels or other nontextbooks after they are finished and waiting for other students to complete the test.* Students may put their heads down on their desks and rest if they decide not to read.)

If all students finish the test before the scheduled time period is over, the test administrator may end the testing session early by reading the information in this *Assessment Guide* under the words *Read to Announce the End of the Testing Session*. Students must not be dismissed from the room unless authorized by the appropriate local official (e.g., principal). The test administrator must follow local procedures for returning students to the regular school schedule.

## **Misadministrations**

School systems must monitor test administration procedures. According to SBE policy GCS-A-001, if school officials discover any instance of improper administration and determine the validity of the test results has been affected, they must notify the local board of education, order the affected students to be retested, and declare a misadministration. Only the superintendent and the school system test coordinator have the authority to declare misadministrations at the local level.

When a misadministration is declared, the affected student(s) must be readministered the assessment. The LEA test coordinator will specify how misadministrations are to be handled at the school and will schedule dates and times for readministering the tests in each school so that all misadministration retests are completed within the testing window.

Only scores resulting from a valid test administration should be included in students' permanent records or used for placement decisions, or used for student growth for teachers and school growth for participants in the teacher evaluation process. All misadministrations must be documented and reported using the appropriate procedures outlined in the Online Testing Irregularity Submission System (OTISS).

### **Recognize and Report Testing Violations or Irregularities**

Details regarding what constitutes a testing violation or irregularity and information concerning how to report incidents should be discussed during training. Test administrators must report any alleged testing violation or testing irregularity to the school test coordinator on the day of the occurrence. Examples of testing irregularities include, but are not limited to, the following:

#### *Eligibility Issues*

- Eligible students were not tested
- Ineligible students were tested

#### *Accommodation Issues*

- Approved accommodation not provided
- Approved accommodation not provided appropriately
- Accommodation provided but not approved/documented
- Accommodation *Test Administrator Reads Test Aloud (in English)* or *Interpreter/Transliterators Signs/Cues Test* provided during English I, English III, or English IV test administrations

#### *Security Issues*

- Allowing access to the tests to school or district personnel who do not have a legitimate need
- Allowing students to review secure test materials before the test administration
- Missing test materials
- Not properly returning secure test materials
- Not maintaining security of NC Education username and password
- Failing to store secure test materials in a secure, locked facility
- Using items from secure test(s) for instruction
- Reproducing secure test(s) in any manner or form
- Failing to cover or remove bulletin board materials, classroom displays, or reference materials (printed or attached) on students' desks that provide information regarding test-taking strategies or the content being measured by the test
- Failing to return the originally distributed number of test materials to designated school personnel

- Discussing with others any of the test items or information contained in the tests or writing about them on the Internet or on social media sites

#### *Monitoring Issues*

- Failing to prevent students from cheating by copying, using a cheat sheet, or asking for information
- Failing to prevent students from gaining an unfair advantage through the use of cell phones, text messages, or other means
- Allowing students to remove secure materials from the testing site
- Failing to monitor students and secure test materials during breaks
- Leaving computers or tablets unsupervised when secure online tests were open and visible

#### *Procedural Issues*

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

#### *Technical Issues*

- Online test connectivity/technical problems
- Online test items did not display properly

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

Schools must report all online test connectivity and technical problems that occur during the administration of online assessments. On the day of the occurrence, schools must enter into the OTISS detailed information about each incident including, but not limited to, the following:

- Test name (course or subject and grade level)
- Test form number (available at the top of the screen)

- Description of the incident
- Number of students involved
- Error message(s) (document the words verbatim)
- Specific item number(s), if applicable
- Secure Platform being used (e.g., NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App)
- Steps taken locally to resolve the issue
- Help Desk ticket number (If the Help Desk does not provide a ticket number, the caller should request one.)
- Advice offered by the Help Desk
- Solution (document whether the issue was resolved or not resolved)

Note: If the same technical problem is being reported for multiple students for the same test administration on the same day, only one OTISS report needs to be submitted. A list of all students affected should be attached to the OTISS report.

## To Complete before Test Day

### Online Assessment Tutorial

An Online Assessment Tutorial for each NCFE is available through the NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App with required security measures. Schools must ensure every student participating in an online assessment has completed the Online Assessment Tutorial for the associated assessment at least one time at the school **before** test day. For best practices, the North Carolina Testing program recommends schools use a PowerSchool classroom roster to track which students have completed the tutorial. Students must not complete the tutorial on the day of the test administration.

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

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

Schools may use one of two Online Assessment Tutorial options with students. (1) Schools may play a video that demonstrates how to use the available tools, how to navigate the system, how to respond to each item type, and how to use the end-of-test review page. Immediately following the video, students must complete a self-paced interactive set of online sample items for the appropriate assessment offered in the same venue as the assessment. The NCDPI strongly recommends schools show the appropriate video to groups of students rather than allowing students to stream the video to their individual computers or tablets. (2) Schools may alternatively use a standard script provided by the NCDPI that gives guidance for using the available tools, navigating the system, responding to each item type, and using the end-of-test review page while students complete the tutorial items. Schools should review both options before the tutorial sessions to determine the best option for students.

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

### Student Interface Questions

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

*Student Interface Options:*

- Alternate Background Color
- Large Font

*Accommodations Required by Student:*

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

Online assessments are available in regular or large font and in alternate background colors to *all* students; however, the NCDPI recommends these options be considered only for students who routinely use similar tools (e.g., color acetate overlays, alternate background color, large print text) in the classroom. In order for a student to access large font, an alternate background color, the *Computer Reads Test Aloud—Student Controlled* accommodation, and/or the *Multiple Testing Sessions* accommodation, the options must be entered into the student's SIQ before test day. Test records for students marked as requiring the *Computer Reads Test Aloud—Student Controlled* accommodation, the *Multiple Testing Sessions* accommodation, or other required accommodations will not be exported to the LEA test coordinator until the test administrator completes the Accommodations Provided screen for the students. In order to edit a student's SIQ, the user must be assigned to the school and to the role of teacher-school. This can be completed by an NC Education user with the school test coordinator or LEA test coordinator role.

## **Online Readiness Checklist**

Before administering any secure online NCFE:

- Ensure the appropriate NCDPI-approved secure platform is installed.
- Ensure your NC Education username /password is working correctly and you can access the appropriate assessment's student information pages. Usernames and passwords should be checked two to three days before the test administration date.
- All test administrator NC Education accounts must be given the role of teacher-school for the appropriate school to start an online assessment. For questions, contact the LEA test coordinator or the Help Desk ([ncdesk@ncsu.edu](mailto:ncdesk@ncsu.edu)).
- Complete the Online Assessment Tutorial and ensure every student participating in the online assessment has completed the Online Assessment Tutorial for the associated assessment at least one time at the school before test day.
- Ensure all computers and tablets meet all the specified technical requirements listed at <http://center.ncsu.edu/nct>.
- Ensure screen savers are disabled for all devices and that volume controls are set for students with the *Computer Reads Test Aloud—Student Controlled* accommodation.

- Check to ensure all students who are to participate in online assessments are listed in the Admin Entry Tab list for the specific assessment in NC Education. Students who are no longer in membership MAY appear in this list. Please disregard, and DO NOT start a test for these students.
- Ensure test administration sessions are scheduled in NC Education. Test administration sessions must be scheduled no later than the day before the test administration date.
- Review and edit the SIQ, if designated to do so by the school test coordinator, for students who need the following interface options or documented accommodations: alternate background color, large font, *Multiple Testing Sessions* accommodation, *Computer Reads Test Aloud—Student Controlled* accommodation, and/or other required accommodations (i.e., accommodations other than *Multiple Testing Sessions* and/or *Computer Reads Test Aloud—Student Controlled*).
- Complete either before test day or on test day before 7:00 p.m. all applicable Special Codes located in the Special Codes Tab in NC Education. Refer to the *Complete the Special Codes* section of this guide for additional information.

## To Complete on the Day of Testing

### To Complete BEFORE Students Enter the Room

The NCDPI recommends test administrators begin setting up computers and tablets approximately 30–40 minutes before students enter the testing room. The test administrator must

- launch the NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App and click on the NCTest LOGIN button;
- choose the appropriate NCFE content area (English, math, science, or social studies) from the drop-down menu;
- choose the appropriate NCFE online assessment from the drop-down menu;
- enter a valid NC Education username and password and click LOGIN;
- if requested, select the appropriate assessment from the list presented on the screen;
- select the student to be tested from the list presented on the screen; and
- ensure the screen is set to the START page with the correct student's name and school name near the top of the screen.
- **Do not click the START button for the student.**

### To Complete AS Students Enter the Room

As students enter the room, the test administrator must

- instruct students to sit at the specific computer or tablet that displays their name on the screen, and
- instruct students **NOT** to begin using the computer or tablet until they are told to do so.

### To Complete AFTER Students Enter the Room

When all students are seated, and before the test administration can begin, test administrators must

- confirm each student's computer or tablet screen is set to the START page and
- confirm the student's name, the assessment's name, the student's PowerSchool number, and the school name are correctly identified on his or her computer or tablet screen.

When ready, the test administrator must turn to the appropriate subsection to start the online testing session.

## Student Directions

### Reminders before Beginning the Testing Session:

- The test administrator must be logged in to the assessment and have selected the name of the student for each computer or tablet.
- The test administrator must not click the START button for the student.
- Each student must be seated at his or her assigned computer or tablet and instructed not to click the START button until told to do so.
- Failure to follow the directions as written in this publication may constitute a misadministration or violation of the *Testing Code of Ethics*.
- The test administrator must follow and present the directions in this guide as written and read aloud only the material in **boldface** print that is preceded by the word “SAY.” Because the text printed in standard type, underlined, or typed in *italics* is information for the test administrator only, it must not be read aloud to students. Note: For administrations including the use of tablets, the word “click” may be replaced with the word “touch” in these instances.
- Reading aloud the selections, test questions, or answer choices during the administration of the online English I, English III, and English IV assessments to any students, including students with disabilities and students identified as ELs, invalidates test results because the tests measure reading skills. However, the test directions may be read aloud or signed/cued to students during the English assessments.

Note: Clicking the EXIT button will result in a caution message. If the EXIT button is clicked accidentally, click cancel to continue the online test.

When ready, the test administrator is to begin the testing session.

**SAY: Today, you will take the Online (insert the course/subject) NC Final Exam. Before you begin, you must clear your work area of any materials except for a pencil. If you do not have a pencil, raise your hand, and I will provide one for you.**

The test administrator pauses for students to clear their work areas and to distribute pencils to students who raise their hands.

When ready, the test administrator continues reading.

**SAY: Look at the information on the screen. You should see your name, the school name, the name of the test, a button labeled START, and a button labeled EXIT. Please do not click the EXIT button until you have finished the test because it will log you out of the test. Do NOT start the assessment until I tell you to do so. If the information on the screen is not correct, raise your hand.**

Before continuing, the test administrator must verify that all students taking the assessment are doing so at the computers/tablets assigned to them.

Read for English I, III, and IV; Social Studies Grades 4, 5, 6, 7, and 8; American History: The Founding Principles, Civics, and Economics; World History; American History I and II; Science Grades 4, 6, and 7 Only:

**SAY: I am going to give each of you a sheet of blank paper. You may use this paper to help you answer the test questions. I will collect this paper at the end of the testing session.**

The test administrator distributes the blank paper and then continues reading under For All Students.

Read for Physical Science, Chemistry, and Physics Only:

**SAY: I am going to give each of you a sheet of blank paper, a reference table, and a calculator. You may use these materials to help you answer the test questions. I will collect these materials at the end of the testing session.**

The test administrator distributes blank paper, reference tables, and calculators to the students and then continues reading under For All Students.

Read for Earth/Environmental Science Only:

**SAY: I am going to give each of you a sheet of blank paper and a calculator. You may use these materials to help you answer the test questions. I will collect these materials at the end of the testing session.**

The test administrator distributes blank paper and calculators to the students and then continues reading under For All Students.

Read for NC Math 2 and NC Math 3 Only:

**SAY: I am going to give each of you a sheet of blank paper, a sheet of graph paper, and a calculator. You may use these materials to help you answer the test questions. I will collect these materials at the end of the testing session.**

The test administrator distributes blank paper, graph paper, and calculators to the students and then continues reading under For All Students.

Read for Advanced Functions and Modeling, Discrete Mathematics, and Precalculus Only:

**SAY: I am going to give each of you a sheet of blank paper, a sheet of graph paper, a calculator, and a formula sheet. You may use these materials to help you answer the test questions. I will collect these materials at the end of the testing session.**

The test administrator distributes blank paper, graph paper, calculators, and formula sheets to the students and then continues reading For All Students.

Note: For NCFEs that require blank paper and/or graph paper, the test administrator may distribute additional blank paper and/or graph paper to students who need them during the test administration.

For All Students:

**SAY: This is a timed test. You will have 120 minutes to complete the test questions. During the test, you will take 2 two-minute breaks. I will tell you when it is time for the breaks. I will also let you know when you have five minutes left to work on the test. You should continue working on the test questions until you complete the exam or until time is called.**

Read for Multiple-Choice Final Exams Only:

**SAY: There are no sample questions on the test. All of the test questions are multiple-choice questions.**

The test administrator continues.

Read for English III and Multiple-Choice and Constructed Response Final Exams Only:

**SAY: There are no sample questions on the test. The test has multiple-choice questions and questions that require you to write a short answer. There is a limit to how long your answer can be. A counter, displayed on your screen, will indicate how many characters you have used. Characters include every letter, number, space, and punctuation mark that are entered in your answer.**

The test administrator continues.

**Note:** For all NCFEs EXCEPT English I, English III, and English IV, the test administrator may adjust the following “read aloud” directions accordingly for students whose IEPs and/or Section 504/EL/transitory impairment documentation indicates they are to receive a combination of the *Test Administrator Reads Test Aloud (in English)* and the *Computer Reads Test Aloud—Student Controlled* accommodations. (Reading aloud the English I, English III, and English IV assessments invalidates the tests’ results.)

<b>NOT FOR ENGLISH I, III, and IV</b>	Read Only for Students Receiving the <i>Test Administrator Reads Test Aloud (in English)</i> Accommodation:	
	<p><u>Read If the Entire Test Is to Be Read Aloud:</u>  <b>SAY: I will read aloud all the test questions and answer choices for you. I will repeat this information if you ask me to do so.</b></p> <p>The test administrator must read aloud all test questions and answer choices.</p>	<p><u>Read If Information Is Only to Be Read Aloud upon Student Request:</u>  <b>SAY: I will read aloud any information from the test questions and answer choices if you ask me to do so. I will repeat this information if you ask me to do so.</b></p> <p>Upon student request, the test administrator must read aloud the test questions and answer choices.</p>

<b>NOT FOR ENGLISH I, III, and IV</b>	Read Only for Students Receiving the <i>Computer Reads Test Aloud—Student Controlled</i> Accommodation:
	<p><b>SAY: You may control which portions of the online test are read aloud by clicking a speaker button beside the block of text. Each test question and answer choice has a speaker button. When you click the speaker button, the recorded audio will play. Some test questions and answer choices cannot be read aloud by the computer or tablet, such as graphic images and tables. When you click on the speaker button for one of these test questions and answer choices, the audio will indicate it cannot be read aloud.</b></p> <p><u>Note:</u> To ensure the validity of the test, students receiving the <i>Computer Reads Test Aloud—Student Controlled</i> accommodation must also receive the <i>Testing in a Separate Room</i> accommodation (one-on-one) unless using headphones.</p>

For All Students:

**SAY: Only one test item will appear on the screen at a time. A scroll bar will automatically be provided if you need it. You can receive assistance if you need help with the operation of the computer or tablet, browser, navigation buttons, tool bar tools, or the review screen. You must not use other software or apps. You must not use other websites or Internet resources or features during this test.**

**Are there any questions?**

The test administrator must pause to respond to questions and then continues.

**SAY: When you click the start button, the first test question will appear on your screen. You may click the “start” button now and begin the test.**

To assist students with budgeting time, the test administrator must record the following on the board for all students to see:

START TIME: (Record the start time of the test administration.) WORK TIME: (Add 40 minutes to the start time.) BREAK TIME: (Record the time for the first break.)
---

Procedures during the Testing Session:

As soon as the START TIME, WORK TIME, and BREAK TIME are recorded on the board, the test administrator must begin walking quietly and frequently throughout the room, monitoring the test administration. The test administrator must monitor students' screens to ensure students are not using additional resources, items are displaying properly, and students have not prematurely ended the online assessment.

The test administrator must not leave students unattended at any time during the test administration. The test administrator must remain in the room throughout the entire test administration unless an emergency arises (e.g., illness, necessary restroom break). If an emergency arises and the test administrator must leave the room, the school test coordinator must be notified. *Test security must be maintained at all times.*

Procedures during the Testing Session (continued):

Test administrators must have a *Review of Accommodations Used During Testing* form (see Appendix C) for each student who requires a testing accommodation. Column 1 of the form must be completed before testing. The remainder of the form must be completed during/after the test administration and then returned to the school test coordinator to be kept in the student's IEP folder and/or Section 504/EL/transitory impairment documentation. If the form is being completed during testing, the test administrator must avoid distracting behaviors, such as paper shuffling.

In addition, the following procedures apply:

1. Provide a positive test-taking environment. Avoid distracting behaviors such as holding extended conversations with the proctor, reading newspapers or novels, carrying out other personal or professional duties, working on a computer, or talking/texting on cell phones.
2. The test administrator may assist students with computer/tablet problems (i.e., system errors). For example, if the network malfunctions or an item fails to load, the student may receive assistance. All student time lost because of technical problems needs to be documented and returned to the student at the end of the test administration if needed.
3. The test administrator may answer any student's procedural questions (e.g., having to do with the Web browser, app, navigation, tool bar, review screen) but cannot provide specific assistance with answering test questions. Each student must complete his or her own test questions without assistance in order for the entries to reflect the student's proficiency level.
4. To address technical issues that may occur during the test administration, see Appendix E in this guide.

Read to Announce the First Break:

After exactly 40 minutes, the test administrator announces the first break by reading the following:

SAY: **Stop working. You will take a two-minute break. Click the PAUSE button at the bottom of your screen.**

The test administrator must ensure each student has clicked the PAUSE button, and the online test items are not visible on computer/tablet screens.

SAY: **You may stand beside your desk and stretch or just relax, but you must not talk during the break.**

The test administrator must not allow students to talk during the break. No one is to leave the room except in an emergency (e.g., illness, necessary restroom break). Test security must be maintained at all times.

After two minutes, the test administrator is to continue.

SAY: **The break has now ended. Return to your seats.**

**SAY: Some of you may finish the test early. If you do, stay quietly in your seat and raise your hand when you are finished with the test; I will assist you.**

**Now click the CONTINUE button and continue working.**

To assist students with budgeting time, the test administrator must record the following on the board for all students to see:

START TIME: (Record the start time after the first break.) WORK TIME: (Add 40 minutes.) BREAK TIME: (Record the time for the second break.)
---

<u>Note</u> : Test administrators must follow procedures outlined on page 19 for those students who complete the test before the scheduled testing time is over.
--

*Read to Announce the Second Break:*

After exactly 40 minutes, the test administrator announces the second break by reading the following:

**SAY: Stop working. You will take a two-minute break. Click the PAUSE button at the bottom of your screen.**

The test administrator must ensure each student has clicked the PAUSE button and the online assessment items are not visible on computer/tablet screens.

**SAY: You may stand beside your desk and stretch or just relax, but you must not talk during the break.**

The test administrator must not allow students to talk during the break. No one is to leave the room except in an emergency (e.g., illness, necessary restroom break). Test security must be maintained at all times.

After two minutes, the test administrator is to continue.

**SAY: The break has now ended. Return to your seats.**

**You have 40 minutes left to complete the test. I will tell you when you have five minutes remaining. Some of you may finish the test early. If you do, stay quietly in your seat and raise your hand when you have finished the test; I will assist you.**

**Now click the CONTINUE button and continue working.**

To assist students with budgeting time, the test administrator must record the following on the board for all students to see:

START TIME: (Record the start time after the second break.) WORK TIME: (Add 40 minutes.) END TIME: (Record the end time for the test administration.)
---

**Note:** Test administrators must follow procedures outlined on page 19 for those students who complete the test before the scheduled testing time is over.

If all students finish the test and review their responses before the scheduled time period is over, the test administrator may end the testing session early by reading the information under the words *Read to Announce the End of the Testing Session*. Students must not be dismissed from the room unless authorized by the appropriate local official (e.g., principal). The test administrator must follow local procedures for returning students to the regular school schedule.

**Read to Announce the FIVE-MINUTE Warning:**

When there are five minutes remaining to work before the end of the test administration, the test administrator must announce the five-minute warning.

**SAY: You have five minutes remaining.**

**Read to Announce the End of the Testing Session:**

After exactly 40 minutes, the test administrator asks the students to stop working.

**SAY: Stop working. Sit quietly. This is the end of the online testing session. Make sure that you have reviewed your answers and clicked the END TEST button.**

The test administrator must ensure that students have clicked the END TEST button to close the test. A STOP sign will appear on the students' screens after the END TEST button has been clicked, and the test has been closed. Clicking the EXIT button on the STOP sign screen closes the NCTest Chrome App, NC Test Secure Browser, and NCTest iPad App.

When ready, the test administrator continues.

**Read to Collect Test Materials:**

**SAY: I will now collect your test materials.**

The test administrator must collect all test materials from students. Test materials may be collected separately for more efficient processing. The test administrator must check carefully to be sure each student turns in all materials and must resolve any discrepancies while students are still seated and before they leave the room. Any discrepancies that cannot be corrected must be reported immediately to the school test coordinator.

When all materials are collected and any discrepancies have been resolved, the test administrator continues reading.

**Note:** Test administrators and students are not permitted to discuss with others specific items from the test or information contained within the test. The test administrator must inform students of this policy before dismissal.

**Read after All Materials Have Been Collected and Any Discrepancies Are Resolved:**

**SAY: Please remember teachers are not allowed to discuss items from the test with you, and you are not allowed to discuss with others any of the test items or information contained within the test or to write about them on the Internet or on social media sites.**

SAY: **You have completed the Online (insert course/subject) NC Final Exam.**

Students must be dismissed according to procedures developed for the school by the principal or school test coordinator. Test administrators must use the appropriate procedures and documentation to report to the school test coordinator and/or principal any irregularities that occurred during testing.

The test administrator must refer to the *After Testing* section of this *Administrators' Guide* for additional responsibilities to attend to following testing.

## After Testing

### To Complete following the Test Administration

- Ensure any information from the test saved or cached on any network appliance or computer or tablet is purged or deleted immediately following the completion of the test administration session.
- Upon completion of testing, all test materials must be returned to the school test coordinator and stored in a secure, locked facility. Note: Proctors must not return test materials to the school test coordinator at the end of testing unless accompanied by the appropriate school personnel.
- Count and verify with the school test coordinator the number of secure materials returned (including supplemental materials) matches the count taken when the materials were first received.
- **Tests Requiring Calculator Use:** Immediately following the test administration, the test administrator or the principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators, including students' personal calculators, used during the administration of NCFEs that require calculator use.
- Complete either before test day or on test day before 7:00 p.m. all applicable Special Codes located for the assessment in the Special Codes tab in NC Education. Refer to the Special Codes section of this guide for additional information. Note: Misadministration and Absent from Makeup Special Codes must be completed after testing, if applicable.
- Complete the Accommodations Provided tab in the Accom Provided tab in NC Education after 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*).
- For test administrations requiring accommodations, complete all *Review of Accommodations Used During Testing* forms and return them to the school test coordinator to be kept in the student's IEP folder or Section 504/EL/transitory impairment documentation.
- On the day of the occurrence, immediately document and report testing irregularities to the school test coordinator, who will ensure the irregularities are submitted in the OTISS.
- Read and complete all applicable information in the *After Testing* section of this guide.

### Complete the Special Codes

Special Codes must be completed in NC Education under the Special Codes tab for the appropriate assessment by the test administrator or other designated school personnel. The respondent may receive confidential lists from the appropriate school personnel in order to complete the Special Codes. The test administrator or designee must contact the school test coordinator if there are any questions regarding coding.

Note: To avoid miscoding errors in the data files, the test administrator or designee must complete the Special Codes before test day or on test day before 7:00 p.m. The Misadministration and Absent from Makeup Special Codes must be completed after testing, if applicable.

### 504 Only—Special Code

- Complete the 504 Only special code if the student is currently identified under Section 504 only (i.e., does not have a current IEP).
- *If the student is not officially identified under Section 504 only, this special code must be left blank.*

### Transitory—Special Code

- Complete the Transitory special code if the student is currently identified with a transitory impairment. Transitory is to be coded only for students with current transitory impairment documentation (i.e., not Section 504 eligible).
- *If the student is not officially identified with a transitory impairment, this special code must be left blank.*

### Misadministration—Special Code

- Mark the Misadministration special code if the student was administered the test again because of a misadministration.
- Mark this special code only after the misadministration administration has been completed.
- *Otherwise, this special code must be left blank.*

### Absent from Makeup Test Administration—Special Code

- Mark the Absent from Makeup special code if the student was absent (i.e., not present) from the makeup test session(s) to account for the reason the student was not tested.
- Mark this special code only after all possible makeup sessions have been completed.
- *Otherwise, this special code must be left blank.*

## Complete the Accommodations Provided Tab

Test administrators or other designated school personnel must complete the Accommodations Provided tab for the appropriate assessment 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*).

Codes must be completed in NC Education by the test administrator or other designated school personnel **after** students complete testing. The respondent may receive confidential lists from the appropriate school personnel in order to complete this section.

## Appendix A

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

<p>Adapted Mouse</p> <ul style="list-style-type: none"> <li>• Before testing, test administrators must ensure that any adapted mouse meets the requirements of the NC Testing Program.</li> </ul>	
<p>Adapted Pencil</p> <ul style="list-style-type: none"> <li>• Larger diameter</li> <li>• Modified special grip for a No. 2 pencil</li> <li>• Mechanical No. 2 pencil</li> </ul>	
<p>Preferential Seating within the Regular Classroom</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Preferential seating must be used routinely during classroom instruction and similar classroom assessments.</li> <li>• All preferential seating must be positioned in such a way that no student is able to see another student's test documents.</li> </ul>	
<p>Adaptive Seating</p> <ul style="list-style-type: none"> <li>• Adaptive seating must be consistent with the seating used routinely during classroom instruction and similar classroom assessments.</li> <li>• 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.</li> <li>• All adaptive seating must be positioned in such a way that no student is able to see another student's test documents.</li> <li>• All rooms with adaptive seating designated for testing (including those to which students may be relocated), <i>must</i> be approved by the RAC before testing can occur.</li> </ul>	
<p>Read Aloud Test Directions</p> <ul style="list-style-type: none"> <li>• Test administrators can read test directions aloud to students as many times as necessary for students to understand the directions.</li> <li>• Test administrators must not omit, revise, interpret, explain, or paraphrase the test directions. Test directions must be read aloud to students <b>as written</b> in the assessment guides.</li> </ul>	
<p>Redirection</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Redirection must be provided in a consistent manner and must not interfere with the standardization of the test administration.</li> </ul>	

*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?

## Appendix B

### Testing Accommodations for Online North Carolina Final Exams (NCFEs)<sup>1</sup>

Accommodations <sup>2</sup>	Students with Disabilities/ Section 504	Students Identified as English Learners
Assistive Technology Devices	Yes	No
Braille Writer/Slate and Stylus (Braille Paper)	Yes	No
Cranmer Abacus	Yes	No
Dictation to a Scribe	Yes	No
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)	No	Yes
Interpreter/Transliterators Signs/Cues Test <sup>3</sup>	<u>No</u> for English I, III, IV <u>Yes</u> for all other NCFEs	No
Magnification Devices	Yes	No
Multiple Testing Sessions	Yes	Yes
Scheduled Extended Time	Yes	Yes
Student Reads Test Aloud to Self	Yes	Yes
Test Administrator Reads Test Aloud (in English) <sup>3</sup>	<u>No</u> for English I, III, IV <u>Yes</u> for all other NCFEs	<u>No</u> for English I, III, IV <u>Yes</u> for all other NCFEs
Computer Reads Test Aloud— Student Controlled <sup>3</sup>	<u>No</u> for English I, III, IV <u>Yes</u> for all other NCFEs	<u>No</u> for English I, III, IV <u>Yes</u> for all other NCFEs
Testing in a Separate Room	Yes	Yes

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

<sup>2</sup>The accommodations listed in this chart are permissible for all 2016–17 NCFEs in the English, social studies, science, and mathematics content areas unless specified otherwise.

<sup>3</sup>Reading aloud or signing/cueing the selections, test questions, or answer choices from the English I, English III, and English IV NCFEs invalidates test results because the assessments measure reading skills. However, test directions in this guide may be read aloud or signed/cued to students during English I, English III, and English IV. A testing session comprised of a small group is allowed to use one test form (i.e., same form letter and form number) for these accommodations at one testing site (i.e., classroom). A different form number must be used for each of these sessions within a school.

## Appendix C

### Sample Review of Accommodations Used During Testing Form

#### Review of Accommodations Used During Testing

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

Complete one form per test. Before testing, complete the top of the form and Column 1. During/after testing, complete Column 2. Completed forms should be kept in the student's Individualized Education Program (IEP) folder and/or Section 504/English Learner (EL)/transitory impairment documentation to be accessible for future reference.

**NOTE:** While the list below includes all state-approved accommodations, some do not apply to students identified solely as ELs.  
*Testing accommodations should be consistent with the accommodations used routinely during classroom instruction and on similar classroom assessments.*

Regular Administration     Other Administration

School	
Grade	
Test Date	
Test Administrator	

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

Printed name of person completing this portion of 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>.

## Appendix D

### Calculator Use

Students may use calculators with more than the minimum requirements (e.g., fraction keys), provided that those additional features are not prohibited. However, school systems should be cautioned that the use of these features without prior training may confuse students and adversely affect their performance during the test administration.

Students are to use calculators that are similar to those used during classroom instruction within the current school year. Students who regularly use more than one calculator during classroom instructional activities may be permitted to use more than one calculator during the test administration.

**Restrictions:** *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, laptops/notebooks, and computers)
- 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 NCFEs. 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 models that begin with CFX-9970G

## Appendix D (continued)

- 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 the TI-84 Plus keypad or (2) with the Nspire keypad using operating system 1.7 or higher with both “limit geometry functions” and “disable function grab and move” invoked in Press-to-Test mode.

Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal’s designee must clear the calculator memory and all applications (including preloaded) of all calculators 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. Procedures for clearing the calculator memory (including standard memory, ROM, and Flash ROM) that are appropriate for the specific calculator model(s) must be used. The test administrator or principal’s designee should use caution when clearing calculators because different calculators require different procedures. In some cases, the calculator’s memory and applications are cleared or disabled and in others they are deleted (permanently removed).

Because the memory and all applications must be cleared and all data stored in the calculator erased, students who wish to use their own calculators must be told before the test day to back up all data and programs that they wish to save. After the test administration, the test administrator or principal’s designee should enable the memory and applications of the students’ calculators.

Comprehensive clearing procedures for calculators most frequently used in the state are available in Appendices D1–D6 of this guide. In addition, major calculator vendors have support teams who assist test administrators clearing calculators. Vendor contact information can be obtained through the school system test coordinator.

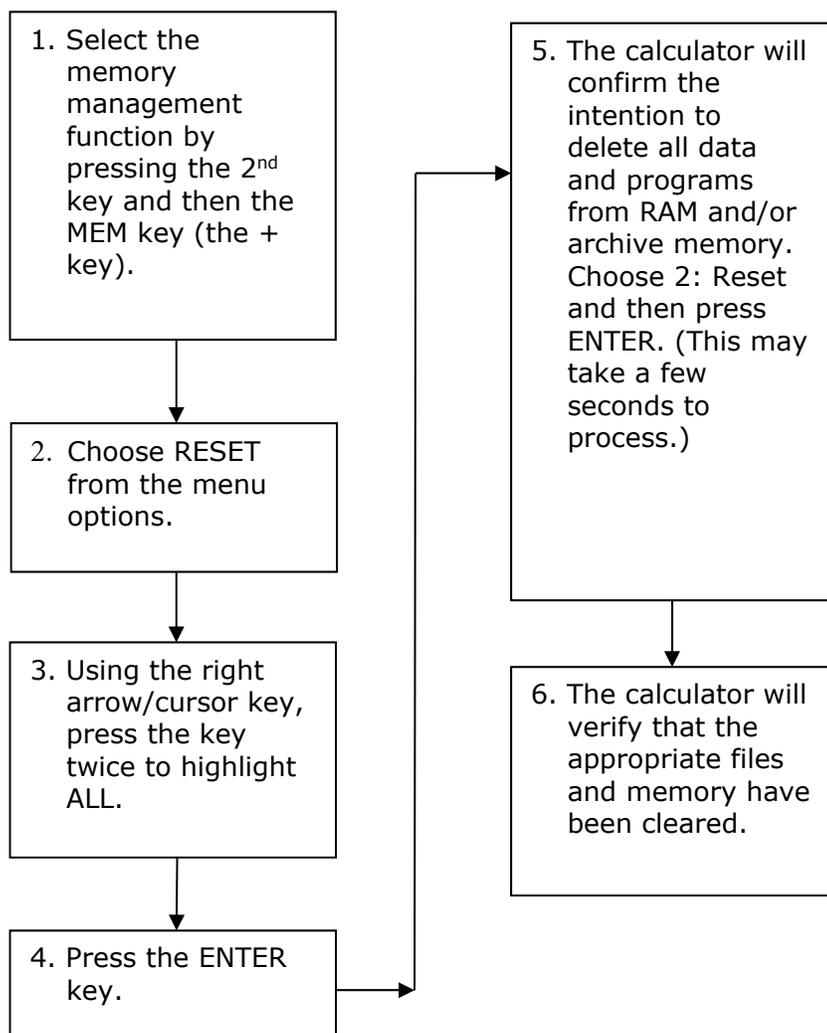
Note: As curricula and technology change, the policy concerning calculator requirements on North Carolina assessments will be reevaluated.

## Appendix D1

**Method for Clearing Memory: Memory Management to Reset  
Calculator Models: All TI-83 Plus and All TI-84 Plus Models  
(See note for TI-73, TI-80, TI-81, TI-82, TI-83, TI-85, and TI-86 models)**

*Overview:* All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators to be used during the administration of the test. The memory management function on Texas Instruments graphing calculators will permanently delete all data, programs, and lists from RAM. Archive memories, including Apps, are cleared from TI-83 Plus and TI-84 Plus models.

### Before Testing:



### After Each Test Administration:

Repeat the process outlined in steps 1–6, or below for older models.

**Note:** Calculator Reset varies on older model calculators from Texas Instruments.

**TI-73, TI-80, TI-82, TI-83, TI-85, and TI-86**

Press 2<sup>nd</sup> and then MEM. Select Reset. Select All, or Reset (if All is not an option). Select options to confirm, if prompted.

Location of the MEM and Reset functions vary.

**TI-81**

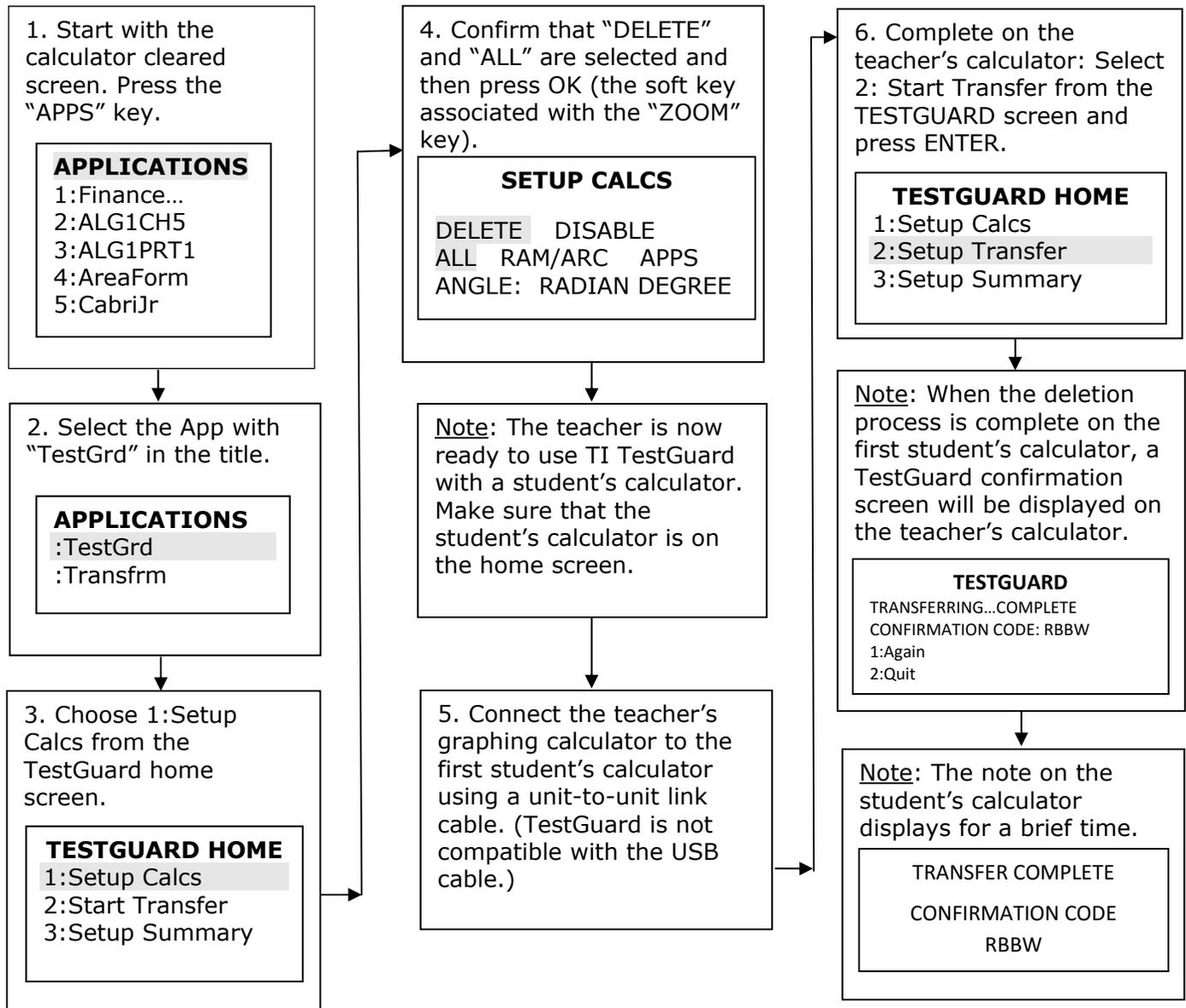
Press 2<sup>nd</sup> and then Reset. Select Reset.

## Appendix D2

### Method for Clearing Applications & Memory: TI TestGuard™ App Calculator Models: TI-83 Plus Family and TI-84 Plus Family

**Overview:** All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators to be used during the administration of the test. TI TestGuard™ is an application that can be implemented with TI-83 Plus and TI-84 Plus graphing calculators as a means of "clearing the memory and applications" of student calculators. TI TestGuard permanently deletes selected applications from TI-83 Plus and TI-84 Plus student calculators and can be obtained directly from Texas Instruments. It is a software program *designated for educators only* and should be run from the teacher's graphing calculator only.

**Note:** Steps 1–4 are preliminary functions done on a teacher's calculator that has been preloaded with the TestGuard App.



## Appendix D2 (continued)

7. Disconnect the link cable from the first student's calculator and connect to the next student's calculator. Then select 1:Again.

**TESTGUARD**  
TRANSFERRING...COMPLETE  
  
CONFIRMATION CODE: RBBW  
1:Again  
2:Quit

Note: Repeat Steps 5-7 with all student calculators to be used in the test administration.

Note: By pressing the APPS key on a student's calculator, it can be confirmed again that this process has been successfully completed.

**APPLICATIONS**  
  
1:Finance

## Appendix D3

### Method for Clearing Applications & Memory: Press-to-Test Calculator Models: All TI-84 Plus Models

**Overview:** All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators to be used during the administration of the test. All TI-84 Plus models have a special key sequence that students and teachers can initiate to prepare a calculator for use in a testing environment where applications, programs, and other calculator files are not permitted. This feature is called "**Press-to-Test.**" This feature **temporarily disables** all applications, programs and calculator files. "Press-to-Test" **does not permanently delete** these files from the calculator, thereby facilitating restoration of these files after test administration. Note: **TI-84 Plus** and **TI-84 Plus Silver Edition** graphing calculators must be upgraded to **Operating System 2.53 or higher** to use Press-to-Test.

#### Before Testing:

1. Turn the calculator off. Press and hold down both the LEFT and RIGHT arrow/cursor keys while pressing the ON key. (All three keys must be depressed simultaneously.) The Reset Options screen will be displayed. Select NO for DISABLED logBASE and DISABLE  $\Sigma$ (.



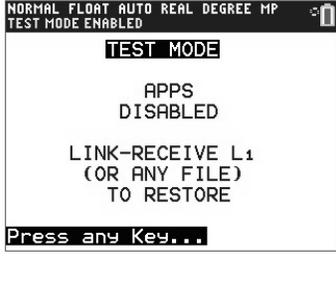
2. Press OK (the soft key for this command is the ZOOM key) and the Reset Complete screen will be displayed.



#### After Each Test Administration:

3. Press the ENTER key to return to the home screen of the calculator.

4. Press the APPS key to confirm again that this process has been successfully completed.



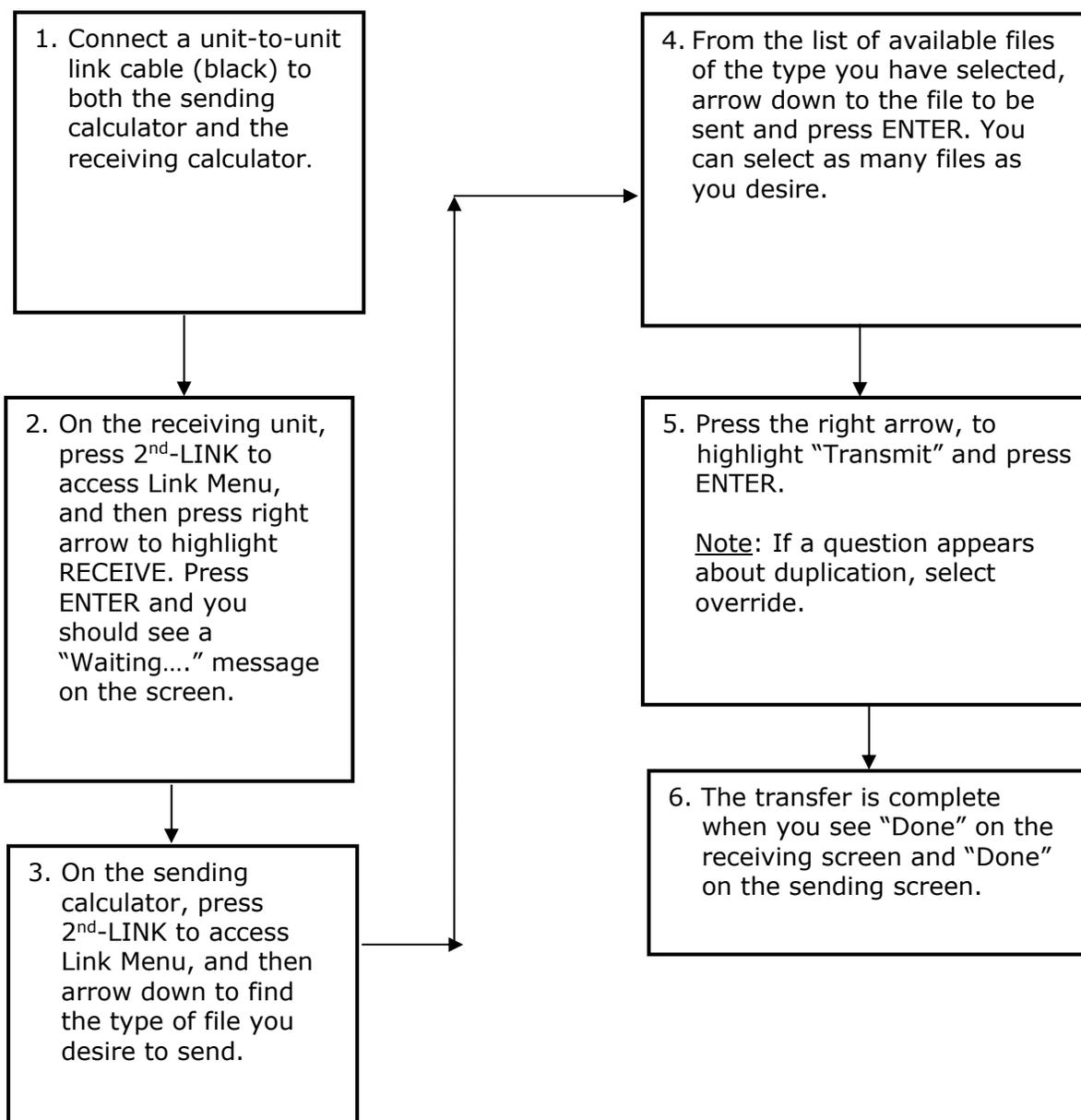
Note: Repeat Steps 1-4 after every test administration.

## Appendix D4

### How to Restore Files That Were on Calculators before the Reset

#### To Be Completed at the Conclusion of Testing:

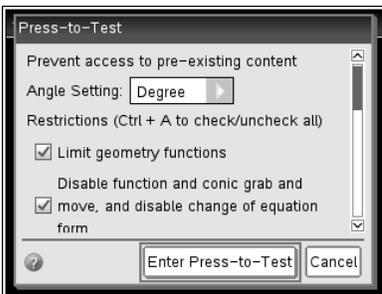
Note: To restore files that were on the calculator before the reset, transfer files from one calculator to another via the "Unit-to-Unit Transfer" function, if applicable. For instructions to reset a specific model calculator, please contact 1-800-TI-CARES (800-842-2737). On TI-84 Plus models, following these steps to send any file type will also exit Press-to-Test mode, restoring Apps and programs that were previously disabled.



## Appendix D5

### TI-Nspire and TI-Nspire CX Press-to-Test Mode Keystrokes

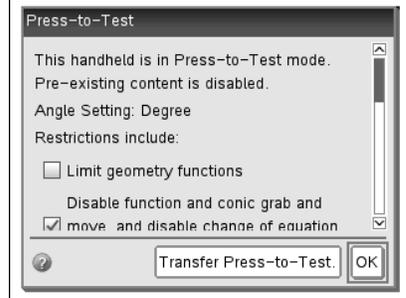
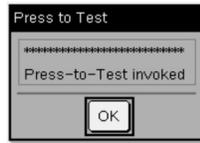
*Overview:* All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and applications (including preloaded) of all calculators to be used during the administration of the test. This version of the operating system has Press-to-Test. This feature **temporarily disables** all calculator files. **Press-to-Test does not permanently delete** these files from the calculator, facilitating a quick and easy restoration of these files to the affected calculator.

<p>1. Turn the calculator OFF with the [ctrl] and then [on] keys.</p>	
<p>2. With the calculator turned OFF, press and hold down [esc] and [home icon] keys at the same time. Older models additionally require pressing the [on] key at the same time. Release the keys after you see the dialog box (pictured below in Step 3).</p>	
<p>3. Make your selections for the default angle setting and select functions to enable (uncheck) versus keep disabled (checked). Use the [tab] key to move to the different options in the dialog box and <u>click</u> to uncheck. The following functions must remain disabled (checked)</p> <ul style="list-style-type: none"> <li>• <b>“Limiting geometry functions”</b> and</li> <li>• <b>“Disable function and conic grab and move, and disable change of equation form”</b>.</li> </ul> <p>You may enable (uncheck) the <b>“Disable <math>\log_b x</math> template and summation functions”</b>. When complete, highlight [Enter Press-to-Test] or [OK] (on older models) and press [enter]. The TI-Nspire will reboot with a status bar.</p>	
<p>4. Notice the flashing LED at the top of the device. It will flash green if <u>all</u> functions remain checked. It will flash amber/yellow if you unchecked <b>“Disable <math>\log_b x</math> template and summation functions”</b>. During the rebooting process, there is also a red light combined with the green or amber light. Once reboot is complete, the red light goes away and the green/yellow light continues to flash.</p>	

## Appendix D5 (continued)

5. After the reboot, you will see a dialogue box that confirms you have entered Press-to-Test. Click [OK] to proceed.

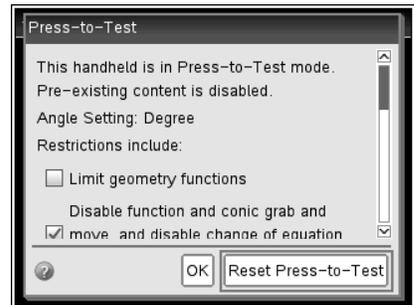
(Dialogue box on older models)



6. During or after the exam, you can tell if a calculator is still in Press-to-Test mode by the flashing LED and also by turning the calculator OFF and back ON. You will again see a confirmation screen.

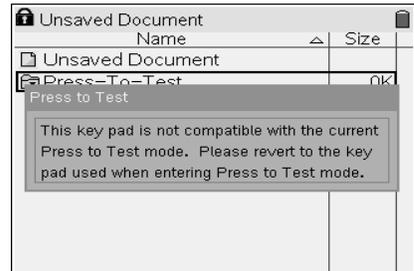
Restoring the calculator from Press-to-Test mode will delete the documents created during testing mode and restore all previous working documents.

Reinvoking Press-to-Test (step 1) when it is still in test mode will show a dialog box telling you that you are in Press-to-Test mode, and you can clear out the Press-to-Test documents if you want to start over with a reset calculator (image shown).



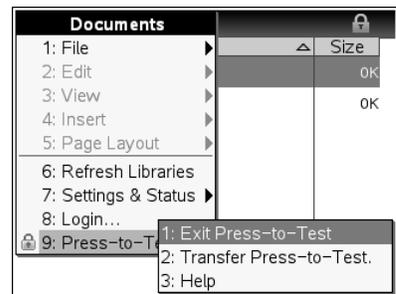
### 7. SECURITY:

- The flashing LED is hardware-secure and cannot be affected by coded software.
- The students cannot get out of this mode by removing the batteries or by resetting the device.
- On models with replaceable keypads, students cannot change the keypad while in the Press-to-Test mode. If they attempt to, they will get a dialog box to change the keypad back to the one in which Press-to-Test was invoked.



### Exiting Press-to-Test mode:

- Connect two TI-Nspire or TI-Nspire CX using a unit-to-unit USB cable.
- Press the [home icon] key and select My Documents.
- Press the [doc] key. Or, on older models, press the [ctrl] and then the [Tools icon].
- Select the Press-to-Test options to Exit Press-to-Test.
- Contact TI to learn about other methods to exit Press-to-Test.



## Appendix D6

### Resetting Casio Calculators

**Overview:** All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators to be used during the administration of the test.

### Resetting the Calculator

1. Highlight the MEM icon on the main menu and press EXE.



2. Using the down arrow of the replay key, move the highlighting to "Reset."

```
Memory
Memory Usage
Reset
```

```
To Select:[↑][↓]
To Set   :[EXE]
```

3. Press F1 (Yes) to reset the calculator or F6 (No) to abort the operation.

```
*****
*      RESET      *
*****
RESET ALL MEMORIES?
[F1]      [F6]
[YES] RESET ALL [NO]
```

4. Once the window resets, a "Memory Cleared!" message is displayed. Press the Menu Key to return to Main Menu.

```
*****
```

```
MEMORY CLEARED!
```

```
*****
```

```
Press [Menu] Key
```

### Quick Reset

You can reset the calculator by using an object like the thin, pointed end of a paper clip. Simply locate the small P-button on the back of the calculator and press the button with the end of the paper clip. This will put the screen in Step 3. "Reset All Memories" mode; then press F1 (Yes) to Reset or F6 (No) to abort the operation. Once reset, press Menu to return to the Main Menu screen.

## Appendix E

### Addressing Technical Issues

#### Technical Specifications for NCTest

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

#### Technical Difficulties

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

#### Help Desk

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

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

- First and last name and title/position of contact person
- Phone number and/or e-mail address for a response from the Help Desk
- School district name
- School name
- LEA/school code

## Appendix E (continued)

- Test name (course or subject and grade level)
- Form number (available at the top of the screen)
- Description of the incident
- Error message(s) (document the words verbatim)
- Operating system name and version number
- Secure platform being used (e.g., NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App)
- Steps taken locally to resolve the issue

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

### Interruption during the Test

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

### Items Not Displaying or Not Displaying Correctly

The test administrator must circulate throughout the room during the test administration and watch for items not displaying or not displaying correctly. If the next item does not appear, only a portion of the next item appears, or the information for the item does not match the answer choices, the student or the test administrator should click either the NEXT or BACK button to refresh the item.

The student or test administrator can also click the REVIEW button and then click the item number to return to the item. If the assessment does not resume correctly, the test administrator should use his/her best judgment to make a written note of the item number on the screen; close and restart the NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App; log in the student again; and click START to resume; or if the test administration time is close to the end, the test administrator must contact the school test coordinator to determine the most appropriate course of action.

### Items Appearing Slowly on the Screen

The test administrator must circulate throughout the room during the test administration and watch for items that are appearing very slowly. This could mean that the server, the network,

## **Appendix E (continued)**

or the student's computer or tablet is running very slowly. If this occurs at any time during the test administration and it is determined that network utilization is peaking, it is strongly recommended that steps be taken to reduce network traffic. This may involve reducing the number of students testing, prioritizing Internet traffic, or other similar actions.

## **Appendix F**

### **Test Development Process**

#### **How Our Teachers Write and Review Test Items**

North Carolina teachers are very involved in the development of the End-of-Grade (EOG) Assessments, End-of-Course (EOC) Assessments, and the NC Final Exams beginning with the item writing process as explained below:

- North Carolina professional educators from across the state who have current classroom experience are recruited and trained as item writers and developers for state tests.
- The use of classroom teachers from across the state ensures that instructional validity is maintained.
- Diversity among the item writers and their knowledge of the current state-adopted content standards are addressed during recruitment.

North Carolina teachers are also recruited for reviewing the written test items.

- Each item reviewer receives training in item writing and reviewing test items.
- Based on the comments from the reviewers, items are revised and/or rewritten, item-objective matches are re-examined and changed where necessary, and introductions and diagrams for passages are refined.
- Analyses occur to verify alignment of the items to the curriculum.
- Additional items are developed as necessary to ensure sufficiency of the item pool.
- Test-development staff members as well as curriculum specialists review each item.
- Representation for students with special needs is included in the review.
- The process continues until a specified number of test items are written to each objective, edited, reviewed, edited, and finalized.

If a teacher is interested in training to become an item writer or reviewer for the North Carolina Testing Program, visit [https://center.ncsu.edu/nc/x\\_courseNav/index.php?id=21](https://center.ncsu.edu/nc/x_courseNav/index.php?id=21) to access the training materials.

*For an in-depth explanation of the test development process see State Board policy GCS-A-013.*

# Appendix G

## Testing Code of Ethics

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### Introduction

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

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

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

#### *Security*

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

#### *Preparation*

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

#### *Administration*

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

#### *Scoring, Analysis and Reporting*

- interpreting test results to the appropriate audience
- providing adequate data analyses to guide curriculum implementation and improvement

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

## Testing Code of Ethics

- (a) This Rule sets out the administrative testing procedures and *Testing Code of Ethics* and shall apply to all public school employees, including charter school and regional school employees, who are involved in the state testing program.
- (b) The superintendent/charter school director or superintendent's/charter school director's designee shall develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher.
- (c) The superintendent/charter school director or superintendent's/charter school director's designee shall instruct personnel who are responsible for the testing program in testing administration procedures. This instruction shall include test administrations that require testing accommodations and shall emphasize the need to follow the directions outlined by the test publisher.
- (d) The superintendent/charter school director or superintendent's/charter school director's designee shall designate the personnel who are authorized to have access to secure test materials. "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items.
  - (1) Persons who have access to secure test materials shall not use those materials for personal gain.
  - (2) No person may copy, reproduce, or paraphrase in any manner or for any reason the test materials without the express written consent of the test publisher.
- (e) The principal shall ensure test security within the school building.
  - (1) The principal shall store test materials in a secure, locked facility. The principal shall allow test materials to be distributed immediately before the test administration.
- (f) Any breach of security, loss of materials, failure to account for materials, or any other deviation from required security procedures shall be reported immediately to the principal, school test coordinator, school system (LEA) test coordinator, superintendent/charter school director, and regional accountability coordinator.
- (g) Preparation for testing.
  - (1) The superintendent/charter school director shall ensure that school system (LEA) test coordinators:
    - (A) secure necessary materials;
    - (B) plan and implement training for school test coordinators, test administrators, and proctors;
    - (C) ensure each school test coordinator and test administrator is trained before each test administration on the policies and procedures for conducting a proper test administration and for processing and returning test materials; and
    - (D) in conjunction with program administrators, ensure the need for test accommodations is documented and that accommodations are limited to the specific need.
  - (2) The principal or the principal's designee shall serve as school test coordinator.
  - (3) The principal shall ensure the school test coordinator:
    - (A) maintains test security and accountability of test materials;
      - (1) Before each test administration, the school test coordinator shall accurately count and distribute test materials.
      - (2) Immediately after each test administration, the school test coordinator shall collect, count, and return all test materials to the secure, locked storage facility.
    - (B) establishes any needed school policies and procedures to assure all eligible students are tested fairly;
    - (C) identifies and trains personnel, proctors, and backup personnel for test administrations; and
    - (D) encourages a positive atmosphere for testing.
  - (4) Test administrators shall be school personnel who have professional training in education and the state testing program.

- (5) Teachers shall provide instruction that meets or exceeds the state-adopted curriculum standards to meet the needs of the specific students in the class. Teachers may help students improve test-taking skills by:
  - (A) helping students become familiar with test formats using curricular content;
  - (B) teaching students test-taking strategies and providing practice sessions;
  - (C) helping students learn ways of preparing to take tests; and
  - (D) using resource materials such as test questions from test item banks and linking documents in instruction and test preparation.
- (h) Test administration.
  - (1) The superintendent/charter school director or superintendent's/charter school director's designee shall:
    - (A) assure each school establishes procedures to ensure all test administrators comply with test publisher guidelines;
    - (B) inform the local board of education of any breach of this code of ethics; and
    - (C) inform school system (LEA) test coordinators and principals of their responsibilities.
  - (2) The school test coordinator shall:
    - (A) assure school personnel know the content of state and local testing policies;
    - (B) implement the school system and local testing policies and procedures to assure all eligible students are tested fairly;
    - (C) ensure trained proctors are assigned to test administrations by the principal; and
    - (D) ensure all testing irregularities are reported to the school system (LEA) test coordinator.
  - (3) Test administrators shall:
    - (A) administer tests according to the directions in the Assessment Guide and any subsequent updates developed by the test publisher;
    - (B) administer tests to all eligible students;
    - (C) report all testing irregularities to the school test coordinator; and
    - (D) provide a positive test-taking environment.
  - (4) Proctors shall serve as additional monitors to help the test administrator assure that testing occurs fairly.
- (i) Scoring. The school system test coordinator shall:
  - (1) ensure each test is scored according to the procedures and guidelines defined for the test by the test publisher;
  - (2) maintain quality control during the entire scoring process, which consists of handling and editing documents, scanning answer documents, and producing electronic files and reports. Quality control shall address at a minimum accuracy and scoring consistency.
  - (3) maintain security of tests and data files at all times, including:
    - (A) protecting the confidentiality of students at all times when publicizing test results; and
    - (B) maintaining test security of answer keys and item-specific scoring rubrics.
- (j) Analysis and reporting. Educators shall use test scores appropriately. This means that the educator recognizes that a test score is only one piece of information and must be interpreted together with other scores and indicators. Test data help educators understand educational patterns and practices. The superintendent shall ensure that school personnel analyze and report test data ethically and within the limitations described in this paragraph.
  - (1) Educators shall maintain the confidentiality of individual students. Publicizing test scores or any written material containing personally identifiable information from the student's educational records shall not be disseminated or otherwise made available to the public by any member of the State Board of Education, any employee of the State Board of Education, the State Superintendent of Public Instruction, any employee of the North Carolina Department of Public Instruction, any member of a local board of education, any employee of a local board of education, or any other person, except as permitted under the provisions of

- the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. §1232g.
- (2) Educators shall release test scores to students, parents, legal guardians, teachers, and the media with interpretive materials as needed.
  - (3) Staff development relating to testing must enable school personnel to respond knowledgeably to questions related to testing, including the tests, scores, scoring procedures, and other interpretive materials.
  - (4) Items and associated materials on a secure test shall not be in the public domain. Only items that are within the public domain may be used for item analysis.
  - (5) Data analysis of test scores for decision-making purposes shall be based upon:
    - (A) disaggregation of data based upon student demographics and other collected variables;
    - (B) examination of grading practices in relation to test scores; and
    - (C) examination of growth trends and goal summary reports for state-mandated tests.
- (k) Unethical testing practices include, but are not limited to, the following practices:
- (1) encouraging students to be absent the day of testing;
  - (2) encouraging students not to do their best;
  - (3) using secure test items or modified secure test items for instruction;
  - (4) changing student responses at any time;
  - (5) interpreting, explaining, or paraphrasing the test directions or the test items;
  - (6) reclassifying students solely for the purpose of avoiding state testing;
  - (7) not testing all eligible students;
  - (8) failing to provide required accommodations during testing;
  - (9) modifying scoring programs including answer keys, equating files, and lookup tables;
  - (10) modifying student records solely for the purpose of raising test scores;
  - (11) using a single test score to make individual decisions; and
  - (12) misleading the public concerning the results and interpretations of test data.
- (l) In the event of a violation of this Rule, the State Board of Education may, in accordance with the contested case provisions of Chapter 150B of the General Statutes, impose any one or more of the following sanctions:
- (1) withhold any applicable monetary incentive awards;
  - (2) file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;
  - (3) seek criminal prosecution of the person or persons responsible for the violation; and
  - (4) in accordance with the provisions of 16 NCAC 6C .0312, suspend or revoke the professional license of the person or persons responsible for the violation.

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

