

Paper/Pencil

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. However, online testing is required for the NC Math 2 and NC Math 3 assessments. 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.

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 NCFEs 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
Total Time	136 minutes

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/.

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.

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 should 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 paper-and-pencil NCFEs, see Appendix B1.

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 B for the accessibility features approved by the North Carolina Testing Program for use by all students.

Test Materials

2016–17 Paper/Pencil NC Final Exams Test Materials

The following chart lists the materials required for all paper-and-pencil 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 (Cover Title)	Window		Paper/Pencil				Paper/Pencil					
	P/P Fall	P/P Spring	Answer Sheets			Test Books	P/P Guide	Blank Paper	Graph Paper	Calculator (Sci/Graph)	Formula Sheet	Reference Table
			ELA III MC+CR	MC	MC+CR							
English I	✓	✓		✓		✓	✓	✓				
English III	✓	✓	✓			✓	✓	✓				
English IV	✓	✓		✓		✓	✓	✓				
Grade 4 Soc. Studies ¹		✓		✓		✓	✓	✓				
Grade 5 Soc. Studies ¹		✓		✓		✓	✓	✓				
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 ¹		✓		✓		✓	✓	✓				
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.	✓	

¹This exam is only administered in the spring.

Three Different Answer Sheets

There are three different answer sheets available for the administration of the NCFEs.

1. Multiple-Choice Answer Sheet

The multiple-choice answer sheet is designated for all NCFEs that have only multiple-choice items. The total number of multiple-choice items varies for the final exams. Students should fill in bubbles for only the question numbers that appear in the assessment and should leave the remaining unused bubbles blank. NCFEs that require the multiple-choice answer sheet include the following:

NC Final Exams Requiring the Multiple-Choice Answer Sheet	
• English I	• Chemistry
• English IV	• Physics
• Advanced Functions and Modeling	• Grade 4 Science
• Precalculus	• Grade 6 Science
• Discrete Mathematics	• Grade 7 Science
• NC Math 2	• Grade 4 Social Studies
• NC Math 3	• Grade 5 Social Studies
• Earth/Environmental Science	• Grade 6 Social Studies
• Physical Science	• Grade 7 Social Studies

2. English III Only Answer Sheet

The English III NCFE consists of both multiple-choice and constructed response items. The constructed response items are located throughout the English III exam. To prevent students from incorrectly filling in their answers as they move back and forth between the multiple-choice items and the constructed response items, the constructed response items are identified in the multiple-choice section of the answer sheet with the word “WRITTEN.” When students see the word “WRITTEN,” they must record their answer for the constructed response item on the appropriate lines located beneath the multiple-choice section. **Note:** *These answer sheets must not be reproduced. Locally reproduced answer sheets will result in invalid test scores.*

3. Multiple-Choice and Constructed Response Answer Sheet

The multiple-choice and constructed response answer sheets are for exams that consist of both multiple-choice and constructed response items. The constructed response items are located throughout the exams. To prevent students from incorrectly filling in their answers as they move back and forth between the multiple-choice items and the constructed response items, the constructed response items are identified in the multiple-choice section of the answer sheet with the word “WRITTEN.” When students see the word “WRITTEN,” they must record their answer for the constructed response item on the appropriate lines located beneath the multiple-choice section. NCFEs that require the multiple-choice and constructed response answer sheet include the following:

NC Final Exams Requiring the Multiple-Choice and Constructed Response Answer Sheet
• Grade 8 Social Studies
• American History: The Founding Principles, Civics, and Economics
• World History
• American History I
• American History II

Note: These answer sheets must not be reproduced. Locally reproduced answer sheets will result in invalid test scores.

Recording Constructed Response Items on Answer Sheets

On days before test administrations with constructed response items, students must understand how to properly enter their responses on the answer sheet in order for it to be scored. Students must write their responses on the lines provided on their answer sheet; written responses must not extend beyond the end of the lines or in the margins. Words written in the margins or unlined areas of the answer sheet will not be scored. Students are not to add more lines to the answer sheet. Words written on extra lines will not be scored. Responses will not be scored if they are written in a foreign language, are exact restatements of the question, or are completely off topic or incoherent. Responses are scored only for content (i.e., spelling and grammar are not scored).

Precoding Student Answer Sheets on Days before Testing

The student information (e.g., student's first and last name, school name, PowerSchool number, teacher's name) on SIDE 1 of the students' answer sheets must be precoded on days before testing. (Technical Outreach for Public Schools [TOPS] will precode answer sheets and ship them to charter schools participating in the NCFEs.) Students and test administrators must not change, alter, or erase precoding on students' answer sheets. The test administrator should provide all corrections for precoded responses to the principal or the school test coordinator.

Printing and Coding the Appropriate Test Code before the Test Administration

For Multiple-Choice Answer Sheets Only:

Before the test administration, the test administrator must accurately print and code the appropriate test code on SIDE 1 of each student's answer sheet for scoring and reporting purposes. A complete list of test codes is found in Appendix A.

For English III and Multiple-Choice and Constructed Response Answer Sheets Only:



Demo PK-02 School
999001
Doe, John
00000000

The English III and multiple-choice and constructed response answer sheets include a Quick Response (QR) code (sample adjacent). The QR code contains all of the student information (student name, date of birth, PowerSchool number, etc.) and also includes the test code. Therefore, printing the test code is not necessary. Please note that handwritten student information in the precoded area and marks in the QR code are not permitted.

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.

Approved Supplemental Materials (Optional)

Only approved supplemental materials may be used during NCFE test administrations. The following supplemental materials are approved for use for students who routinely use them in the classroom:

- Color acetate overlays
- Highlighters (Students may use highlighters in the test books, but they must not use highlighters on the answer sheets.)
- NCDPI-issued/approved example response space for social studies NCFEs with constructed response items for students with the *Student Marks Answers in Test Book* accommodation only
- NCDPI-issues/approved example response space for English III NCFE for students with the *Student Marks Answers in Test Book* accommodation only

Note: Students requiring the *Student Marks Answers in Test Book* accommodation do not receive an answer sheet during testing. Therefore, in order to provide them with equitable access to the demands of constructed response items, these students may receive a copy of the appropriate NCDPI-issued/approved example response space. These example sheets must be printed locally and treated as secure test materials once printed for testing purposes. The documents can be enlarged locally for *Mark in Book* students who also require large print materials. These supplemental materials should only be provided to *Mark in Book* students who have used these documents before test day as a resource to prepare them for testing. These documents are posted at:
<http://www.ncpublicschools.org/accountability/common-exams/>.

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 I 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 a proctor (either one-on-one or roving) 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.

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, including rooms to which students may be relocated, 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’ test books (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.
- Test materials must **not** be left unattended by the test administrator at any time.
- Immediately after 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.
- 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 (e.g., answer sheet, blank paper, and graph paper, if applicable, placed inside the test book as a place holder and the test book closed).
- 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.

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

Students who complete the assessment 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 with the student that he/she has completed the test, checked over his/her answer sheet, and is sure all answers are clearly marked and entered on the answer sheet for scoring;
- collect the student's answer sheet, test book, and all ancillary materials (e.g., calculators, used blank and graph papers); (The test administrator must stack the student's test materials on the teacher's/test administrator's desk and must not open or review the student's answer sheet or test book. *The test administrator must not review test items or alter student responses; test books must remain closed and secure.*) 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, review their responses, and are ready to turn in their tests before the scheduled time period is over, the test administrator may end the testing session early by reading the information in the *Test Administrators' 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.

Misalignment during Testing

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

- responding to a multiple-choice test question and the item number being coded on the answer sheet does not match the number of the question being answered in the test book; or
- responding to a constructed response question next to an item number on the answer sheet that does not match the item number being answered in the test book.

Procedures for test administrators to follow in the event misalignment occurs during the administration of the test are to be discussed during training. These procedures are listed below.

- If a student is observed marking a number on the answer sheet that does not match the number of the test question, the test administrator must use his/her best judgment to determine whether the error can be corrected during the testing session. If so, in the least disruptive manner possible, the test administrator should notify the student that the responses are misaligned. **Test administrators are not permitted to tamper with (e.g., alter, change, modify, erase) student responses to the test questions on the answer sheet.**
- In some cases, it may be appropriate to determine where the misalignment occurred, guide the student to recode/move responses so the coded bubbles/responses are in alignment, and allow the student to continue the test.
- In some cases, it may be appropriate to guide the student in getting back in alignment and direct the student to continue answering questions for the assessment. The student should be told that he or she will receive help after finishing the rest of the test questions. Once the student completes the questions, the test administrator can guide the student reordering the misaligned coding/responses. The student recodes/moves responses so the coded bubbles/responses are in alignment on the answer sheet.
- In *rare* cases, the test administrator may elect to tell the student to begin responding to test questions by circling the correct responses or writing responses in the test book. After the test administration ends, the test administrator or other designated school official must guide the student, under secure conditions in a group setting (i.e., three or

more school personnel), to correct the errors coded on the answer sheet as well as to transfer the responses from the test book to the answer sheet. However, students must not receive extra time beyond the maximum time allowed for the test administration to correct the errors.

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

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, for measuring student growth for teachers, and measuring 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 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
- 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
- Allowing copies of the test to be made available to others

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
- Leaving the testing room unmonitored when students and secure test materials were present
- Failing to monitor students and secure test materials during breaks

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 giving improper assistance or providing instruction related to the concepts measured by the test before the test administration or during the test administration session

Student Directions

Before Beginning the Testing Session:

- Ensure all answer sheets have been precoded. Students must not code the student information on SIDE1 of the answer sheets before testing.
- Follow and present the script as written in this guide. Failure to do so may constitute a misadministration or violation of the *Testing Code of Ethics*.
- Read aloud only the material in **boldface** print that is preceded by the word “SAY.” The text printed in standard type, underlined, or typed in *italics* is information for the test administrator only and must not be read aloud to students.
- FOR ENGLISH I, III and IV: Reading aloud the selections, sample questions, test questions, or answer choices during the administration of the English I, English III, or English IV assessments to any students, including students with disabilities and students identified as ELs, invalidates test results because these tests measure reading skills. Only the *test directions* may be read aloud or signed/cued to students during the English assessments. Test administrators can read test directions aloud to students as many times as necessary for students to understand the directions.
- FOR ALL MATH ASSESSMENTS: Before beginning the testing session, the test administrator or the principal’s designee must clear the calculator memory and all applications (including preloaded) of all calculators, including personal calculators, students may use during the calculator active portion of the test.

Print the Following on the Board for Multiple-Choice Final Exams Only:

Print the first and last name of the teacher of the students on the board for all students to see. Print the appropriate two-digit test code for the NC Final Exam that will be administered. A list of the test codes is located in Appendix A.

Teacher Name _____

Test Code _____

Note: If NCDPI-approved supplemental materials such as highlighters, color acetate overlays, or example response spaces for English assessments (for students with *Mark in Book* accommodation only) will be used, the test administrator may give students these items at this time. Students may use highlighters in the test books but *not* on the answer sheets.

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

SAY: Today you will take the (insert the course/subject) NC Final Exam. You should try to do your best and answer all of the test questions. Before you begin, you must clear your desk of any materials except sharpened No. 2 pencils. If you do not have a sharpened No. 2 pencil, raise your hand, and I will provide one for you.

The test administrator distributes sharpened No. 2 pencils to students who raise their hands.

SAY: I am going to give you an answer sheet. Do not mark on the answer sheet until I tell you to do so.

As the test administrator distributes the answer sheets, he/she must check that the student's name is precoded on SIDE 1. The test administrator must count and record the number of answer sheets distributed. When each student has an answer sheet, the test administrator continues.

SAY: Look at SIDE 1 of your answer sheet.

The test administrator must ensure students are looking at SIDE 1 of the answer sheet.

SAY: A computer filled in some of the responses on SIDE 1 of your answer sheet. Do not mark on or over any of the responses made by the computer. Do not try to erase or correct any computer mistakes. The school will correct any computer mistakes later.

Note: The test administrator must make note of any needed corrections to SIDE 1 of the answer sheet and report them to the school test coordinator when the test materials are returned after testing.

SAY: Your name should be printed on SIDE 1 of your answer sheet. Check to be sure your name is printed on your answer sheet. If you have questions, raise your hand.

The test administrator assists those students who raise their hands and then continues.

Read for Multiple-Choice Final Exams Only:

When reading the following directions aloud, the test administrator may point to the Teacher Name and Test Code boxes located on SIDE 1 of the student answer sheet.

SAY: Find the boxes labeled Teacher Name and Test Code. I have printed the correct Teacher Name and Test Code on the board. If your answer sheet does not have these boxes filled in, or if the information does not match what is written on the board, raise your hand.

The test administrator assists those students who raise their hands and then continues reading under *For All Students*.

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. This paper may be used to cover your work or 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. I will collect these materials at the end of the testing session. You may use these materials to help you answer the test questions.

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 under For All Students.

For All Students:

SAY: If you need more paper during the test, raise your hand and I will give you more paper.

I am now going to give you a test book. Do not open or mark on your test book until I tell you to do so.

The test administrator pauses to pass out test books to the students. The test books distributed must be counted and the number recorded.

SAY: Raise your hand if you did not receive a test book.

The test administrator must pause to give test books to students who raise their hands.

SAY: Look at your test book cover and find the box in the top, right corner that has information printed about the color of the answer sheet needed for this test administration. If the color printed in the box does not match the color of your answer sheet, raise your hand.

The test administrator must pause to ensure each student has the correct test book and answer sheet.

SAY: Now find the line near the top of the test book that says STUDENT NAME and print your first and last name on this line.

The test administrator must check to be sure students have written their names on their test book covers.

When reading the following directions aloud, the test administrator may point to the form number located on the student test book cover.

SAY: Now look in the upper right corner of the cover of your test book and find the box with a letter and number printed inside it. The number in this box is the test form number. This number must be recorded on your answer sheet.

When reading the following directions aloud, the test administrator may point to the form box located on the front of the answer sheet.

SAY: Look at SIDE 1 of your answer sheet and find the FORM box.

Read for Multiple-Choice Final Exams Only:

SAY: Fill the bubble in the FORM box that matches the form number of your test book. Then write the form number on the line.

IMPORTANT: The test administrator must check each student's answer sheet and ensure the coded form number on the answer sheet matches the form number located on the test book cover.

When ready, the test administrator continues reading under For All Students.

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

SAY: Fill the bubble in the FORM box that matches the form number of your test book. Then write the form number in the two boxes that are above the row of circles. Write only one digit in a box. For example, if you have form number 1, you will bubble circle 01 and then write the number zero (0) in the first box and write the number one (1) in the second box.

IMPORTANT: The test administrator must check each student's answer sheet and ensure the coded form number on the answer sheet matches the form number located on the test book cover. When ready, the test administrator continues reading under For All Students.

For All Students:

SAY: While taking the NC Final Exam you should try to do your best to answer all of the test questions. You may use the materials I gave you to help answer the test questions. You may also write in your test book, but your answers must be properly entered on the answer sheet in order to be scored. You will record the answers to the test questions on SIDE 2 of your answer sheet. Turn to SIDE 2 of your answer sheet now.

The test administrator must ensure students are looking at SIDE 2 of their answer sheet before continuing.

Read for Multiple-Choice Final Exams Only:

SAY: All of the test questions are multiple-choice. Choose only one answer for each question. To record your answer, make a dark mark that completely fills the circle on the answer sheet. If you change your answer, completely erase the mark you made and make a new mark. If you accidentally erase the circle, do not redraw a new circle. A redrawn circle might be scored as your answer.

Fill in responses only for the question numbers that appear in your test book. Leave the bubbles blank for any unused question numbers.

The test administrator continues reading under For All Students.

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

SAY: This test has multiple-choice questions and questions that require you to write a short answer. For the multiple-choice questions, read each question and choose the best answer from the choices provided. Choose only one answer for each question. To record your answer, make a dark mark that completely fills the circle on the answer sheet. If you change your answer, completely erase the mark you made and make a new mark. If you accidentally erase the circle, do not redraw a new circle. A redrawn circle might be scored as your answer. Fill in responses only for the question numbers that appear in your test book. Leave the bubbles blank for any unused question numbers.

For the short answer questions, you will write your responses on the lines provided on your answer sheet. Do not write beyond the end of the lines or in the margins. Words written in the margins or unlined areas of the answer sheet will not be scored. Do not add more lines to the answer sheet. Words written on extra lines will not be scored. Responses that are written in a foreign language, are exact restatements of the question, or are completely off topic or incoherent will not be scored.

The test administrator continues reading under For All Students.

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.

NOT FOR ENGLISH I, III, or IV	<u>Read Only for Students Receiving the Test Administrator Reads Test Aloud (in English) Accommodation:</u>	
	<p><u>Read If the Entire Test Is to Be Read Aloud:</u></p> <p>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.</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></p> <p>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.</p> <p>Upon student request, the test administrator must read aloud the test questions and answer choices.</p>

SAY: Are there any questions before you begin working?

The test administrator answers students' questions and then continues.

SAY: Open your test book to page one. You may begin.

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.)
 TIME FOR TESTING: (Add 40 minutes to the start time.)
 BREAK TIME: (Record the time for the first break.)

Procedures during the Actual Test Administration:

As soon as the START TIME, TIME FOR TESTING, 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 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.*

Read to Announce the First Break:

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

SAY: Stop working. Put all of your papers inside your test book and close your test book. You will take a two-minute break. 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).

After two minutes, the test administrator is to continue.

SAY: The break has now ended. Return to your seats. Some of you may finish early. If you do, look back over your answers for the test, and then close your test book. Raise your hand when you are finished with the test, and I will assist you.

Now open your test book to the last question you answered. You may 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.)

TIME FOR TESTING: (Add 40 minutes.)

BREAK TIME: (Record the time for the second break.)

Note: Test administrators must follow the procedures outlined on page 18 for those students who complete the test before the scheduled 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. Put all of your papers inside your test book and close your test book. You will take a two-minute break. 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).

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 early. If you do, look back over your answers for the test, and then close your test book. Raise your hand when you have finished the test, and I will assist you.

SAY: Now open your test book to the last question you answered. You may 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.) TIME FOR TESTING: (Add 40 minutes.) END TIME: (Record the end time for the test administration.)
--

<u>Note</u> : Test administrators must follow the procedures outlined on page 18 for those students who complete the test before the scheduled time is over.
--

If ALL students finish the exam, review their responses, and are ready to turn in their tests 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. Close your test book and sit quietly. This is the end of the testing session.

Make sure your name is printed on the front of your test book. Put all of your used and unused papers inside your test book and close your test book. Make sure all your answers are entered on the answer sheet. Only what is entered on your answer sheet will be scored. Look over your answers and erase any stray marks.

The test administrator must allow sufficient time for students to check their answer sheets and to erase any stray marks.

When ready, the test administrator continues reading.

Read to Collect Test Materials:

SAY: I will now collect your test materials.

The test administrator must collect all answer sheets, test books, and ancillary materials from students. Test materials may be collected separately for more efficient processing. The number

of test books, answer sheets, and other materials the test administrator collects must agree with the count taken at the beginning of the testing session.

The test administrator must check carefully to ensure 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.

You have completed the (insert the course/subject) final exam.

Students must be dismissed according to procedures developed for the school by the principal or school test coordinator. 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 guide for additional responsibilities to attend to following testing.

After Testing

Count and Return **All** Test Materials

Test administrators must follow local procedures for the return of all test materials (e.g., test books, answer sheets, calculators, supplemental materials) to the school test coordinator immediately after each test administration. Responsibilities also include:

- Maintain test security at all times while handling test materials.
- Ensure that at no time proctors are left alone with the secure test materials.
- Do not allow proctors to return test materials to the school test coordinator at the end of testing unless accompanied by the appropriate school personnel. Every effort must be made to minimize public access to secure state tests before and after each test administration.
- Return all completed *Review of Accommodations Used During Testing* forms (if applicable) to the school test coordinator to keep in the students' IEP folders and/or Section 504/EL/transitory impairment documentation.
- Ensure the calculator memory and all applications (including preloaded) of all calculators, including students' personal calculators, used during the administration of math tests are cleared immediately following the test administration by either the test administrator or the principal's designee. See Appendices D1–D6.
- Count and verify with the school test coordinator that the number of secure test materials (including supplemental materials) returned matches the count taken when the materials were first received.

The test administrator is responsible for all test materials until they are returned to the school test coordinator after each testing session. **All test materials assigned to the test administrator must be returned after each testing session.**

Report Testing Irregularities

On the day of the occurrence, immediately document and report any testing irregularities to the school test coordinator, who will ensure the irregularities are submitted in the OTISS.

Record Students' Provided and Used Accommodations

The test administrator must complete the *Review of Accommodations Used During Testing* form (see Appendix C) for each student who was to receive accommodations for the test administration. 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 for future reference.

Code and Review the Student Answer Sheets

All coding of student answer sheets, other than precoded information, must occur after students complete testing and take place under secure conditions in a group setting (i.e., three

or more designated school personnel). Secure test books must not be available during the coding and reviewing process.

School personnel who are designated to code and review the test materials under secure conditions in a group setting must use only a No. 2 pencil with an eraser. Correction fluid must not be used in the coding/reviewing process. *Tampering with student responses to test questions on an answer sheet constitutes a serious breach in test security.*

1. During the coding of student answer sheets, the test administrator or principal's designee must

For all answer sheets:

- a. review and confirm the student information is accurate and complete on SIDE 1 of each student's answer sheet.
- b. ensure the correct **Test Form number** is printed and coded accurately in the Form box on SIDE 1 of each student's answer sheet.

For multiple-choice answer sheets only:

- c. ensure the appropriate **Test Code number** is printed and coded accurately on SIDE 1 of each student's multiple-choice answer sheet. The Test Code number is embedded in the QR code on the English III and multiple-choice and constructed response answer sheets. (See Appendix A for a list of Test Codes.)

2. Code questions 1 and 2 in the *TO BE COMPLETED BY THE TEST ADMINISTRATOR OR PRINCIPAL'S DESIGNEE AFTER TESTING* section on SIDE 1 of each student's answer sheet:

- a. **Question 1:** The respondent must code the appropriate bubble if the student is currently (1) identified under Section 504 only (i.e., does not have a current IEP) or (2) identified with a transitory impairment (i.e., not Section 504 eligible). If the student is not officially classified as either of the above, this question must be left blank.
- b. **Question 2:** If the student was provided an accommodation during this test administration for *any* reason (i.e., documented in the current IEP, Section 504 Plan, EL documentation, or transitory impairment documentation), the appropriate bubble or bubbles must be filled. *More than one response may be filled for this question.* If the student was provided an accommodation approved through the Accommodation Notification process, the Special NCDPI-Approved Accommodation bubble must be filled. *If the student was not provided an accommodation during the test administration, this question must be left blank.*

3. Code the **Absent from Makeup** bubble if the student was absent (i.e., not present) from the makeup test session(s). The test administrator or principal's designee must code the ABSENT FROM MAKEUP bubble on

- SIDE 1 of the English III and multiple-choice and constructed response answer sheets or
- SIDE 2 of the multiple-choice answer sheets.

Otherwise, leave this bubble blank.

4. The test administrator or principal's designee must complete the following **Special Codes** on SIDE 1 of each student's answer sheet, when applicable.

Information Requested	Column	Code (Fill In the Numbered Circle)
<p>Misadministration Code if the student was administered the test again because of a misadministration.</p>	A	<p>0 = Administered the test again because of a misadministration</p> <p><i>Otherwise, leave this column blank.</i></p>
For Local Use	B–D	For Local Use

Note: Special Codes B–D on Side 1 of the answer sheets are available for local use. Test administrators/principal's designees may complete this section if directed to do so by the school system test coordinator. School system test coordinators may devise a coding scheme that makes use of this section for their own purpose.

5. **Record or transcribe** to the appropriate NCFE answer sheet responses for students who used certain testing accommodations (i.e., *Student Marks Answers in Test Book, Braille Edition, Braille Writer/Slate and Stylus, Assistive Technology Devices, Large Print Edition, One Test Item Per Page Edition, Large Print One Test Item Per Page Edition, and Dictation to a Scribe*) for scoring purposes.
- The transcription of a student's answers to an answer sheet must be identical to what the student has recorded or dictated to the scribe. The test administrator or the principal's designee must not change or alter student responses or ask students to change or alter their responses.
 - Someone other than the original transcriber must check the transcription to ensure accuracy.
 - One individual is to transcribe the student's responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process.
 - All three individuals must sign the front cover of the student's test book.
 - Only responses coded on answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score.
 - For constructed response items, the transcribed student responses must "fit" on the answer sheets' printed lines as these responses are imaged before scoring. Responses transcribed on added horizontal lines, in a double-stack format, in margins, or on separate sheets of paper will not be scored.
6. **Check for and erase inappropriate pencil marks** on the answer sheets. Examples of what can be erased are stray pencil marks in columns (like a pencil slash), pencil marks in or on skunk marks or the QR code, and stray marks transferred from one answer sheet to another when coding an answer sheet on top of several sheets. Erased answer circles must not be redrawn.
7. **Check to be sure paper clips, sticky notes, rubber bands, and/or staples** are *not* used when returning testing materials.

Note: Bent, folded, stapled, torn, or damaged answer sheets cannot be scored. Test administrators must notify the school test coordinator if answer sheets are not properly marked and suitable for scoring. Follow the procedures established by the school system test coordinator for handling unscorable answer sheets.

Scanning and Scoring the North Carolina Final Exams

For all multiple-choice answer sheets only:

Multiple-choice answer documents will be scored locally.

All answer sheets that include constructed response items:

The LEA test coordinator must use the provided shipping labels to **ship all answer sheets with constructed response items** to Technical Outreach for Public Schools (TOPS) via UPS. The following return process must be followed:

- Return to TOPS only the answer sheets with constructed response items to be scored. Do not return unused test materials, extraneous materials such as administrator's guides, scratch paper, graph paper, or any used/unused test books.
- Separate and assemble the answer sheets by class or test group.
- Pack the shipping envelope.
- Complete the school shipping list
- Affix the shipping label and seal the package. Make no alterations to the shipping label. If additional labels are needed, Fax TOPS at (919-515-4622).
- Arrange for UPS pickup.

NCFEs with constructed response items are scored in the order of receipt with priority given to students in grade 12. The responses to the constructed response items on the answer sheets are image scanned and then placed in a queue for scoring. Each item response is scored independently by multiple scorers. The student's score is finalized, and the test record is exported to the NCDPI only when all constructed responses are scored and recorded in the test record.

As a result of this process, LEAs may not receive scores for all students in a class on the same day. LEAs must allow the full scoring window to pass for the test day before contacting the RAC with concerns of missing student records.

Charter Schools and Answer Documents

After testing, the charter school test coordinator must use the provided shipping labels to send all NCFE answer sheets, all test books, and all ancillary materials back to TOPS via UPS. (UPS labels are provided by TOPS and will arrive with the test materials.) After all materials have arrived at TOPS, the answer sheets will be scored, and TOPS will transfer the files to Accountability Information Technology.

Appendix A

Test Codes for NC Final Exams¹

(Manually Code Multiple-Choice Answer Sheets Only)

Test Code	NC Final Exams
10	Earth/Environmental Science
11	Physics
12	Chemistry
13	Physical Science
14	Science Grade 4 ² (spring)
15	Science Grade 6
16	Science Grade 7
20	English I
21	English III
22	English IV
30	Precalculus
31	Advanced Functions and Modeling
37	NC Math 2
38	NC Math 3
39	Discrete Mathematics
40	World History
41	American History: The Founding Principles, Civics, and Economics
43	American History I
44	American History II
45	Social Studies Grade 4 ² (spring)
46	Social Studies Grade 5 ² (spring)
47	Social Studies Grade 6
48	Social Studies Grade 7
49	Social Studies Grade 8

¹For all multiple-choice answer sheets, the test administrator must accurately print and code the appropriate test code on SIDE 1 of each student's answer sheet before the test administration.

²This exam is only administered in the spring.

Appendix B

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

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

*Considerations and
Instructions for
Accessibility Features*

Educators must use caution when determining the use of accessibility features as the use of one or more than one may overwhelm or distract particular students. Educators should also consider the needs of the entire class/group being tested to ensure that accessibility features used by one student will not interfere with the testing experience of any other student in the room. Accessibility features must be used routinely during classroom instruction and similar classroom assessments. As noted in each assessment guide, all accessibility features must be provided 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 B1

Testing Accommodations for Paper/Pencil North Carolina Final Exams (NCFEs)¹

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

¹To 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.

²The 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.

³Reading 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 provided to the student during testing?
Describe the specific details of how this accommodation was provided to the student. Did the student use the accommodation? If yes, how did he/she use it?	
Example: <input checked="" 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	Example: Yes Test administrator read the entire test aloud. Student followed along while the test administrator read aloud.
<input type="checkbox"/> Braille Edition	
<input type="checkbox"/> Large Print Edition	
<input type="checkbox"/> One Test Item Per Page Edition	
<input type="checkbox"/> Assistive Technology Devices	
Specify:	
<input type="checkbox"/> Braille Writer/Slate and Stylus (and Braille Paper)	
<input type="checkbox"/> Cranmer Abacus	
<input type="checkbox"/> Dictation to a Scribe	
<input type="checkbox"/> Interpreter/Transliterator Signs/Cues Test	
<input type="checkbox"/> Magnification Devices	
<input type="checkbox"/> Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (EL only)	
<input type="checkbox"/> Student Marks Answers in Test Book	
<input type="checkbox"/> Student Reads Test Aloud to Self	
<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:	Printed name of person completing this portion of the form:
Signature of person completing this portion of the form:	Signature of person completing this portion of the form:

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

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

Appendix 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.

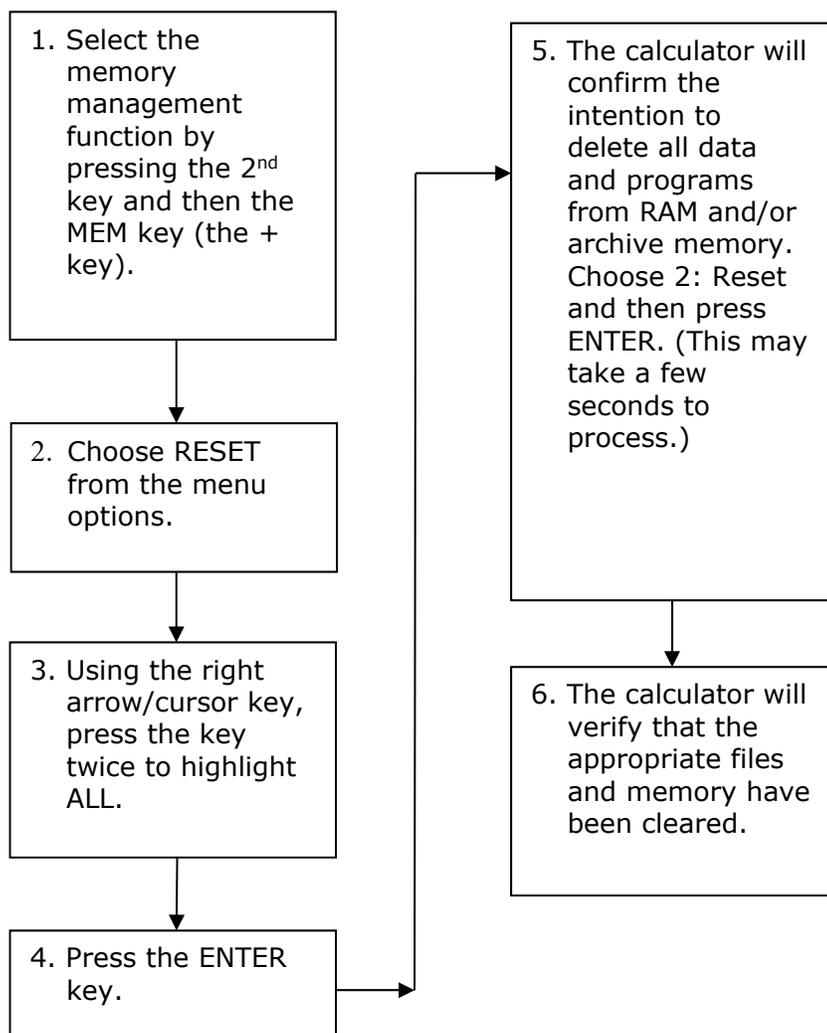
Note: As curricula and technology change, the policy concerning calculator requirements on North Carolina assessments will be reevaluated.

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 2nd 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

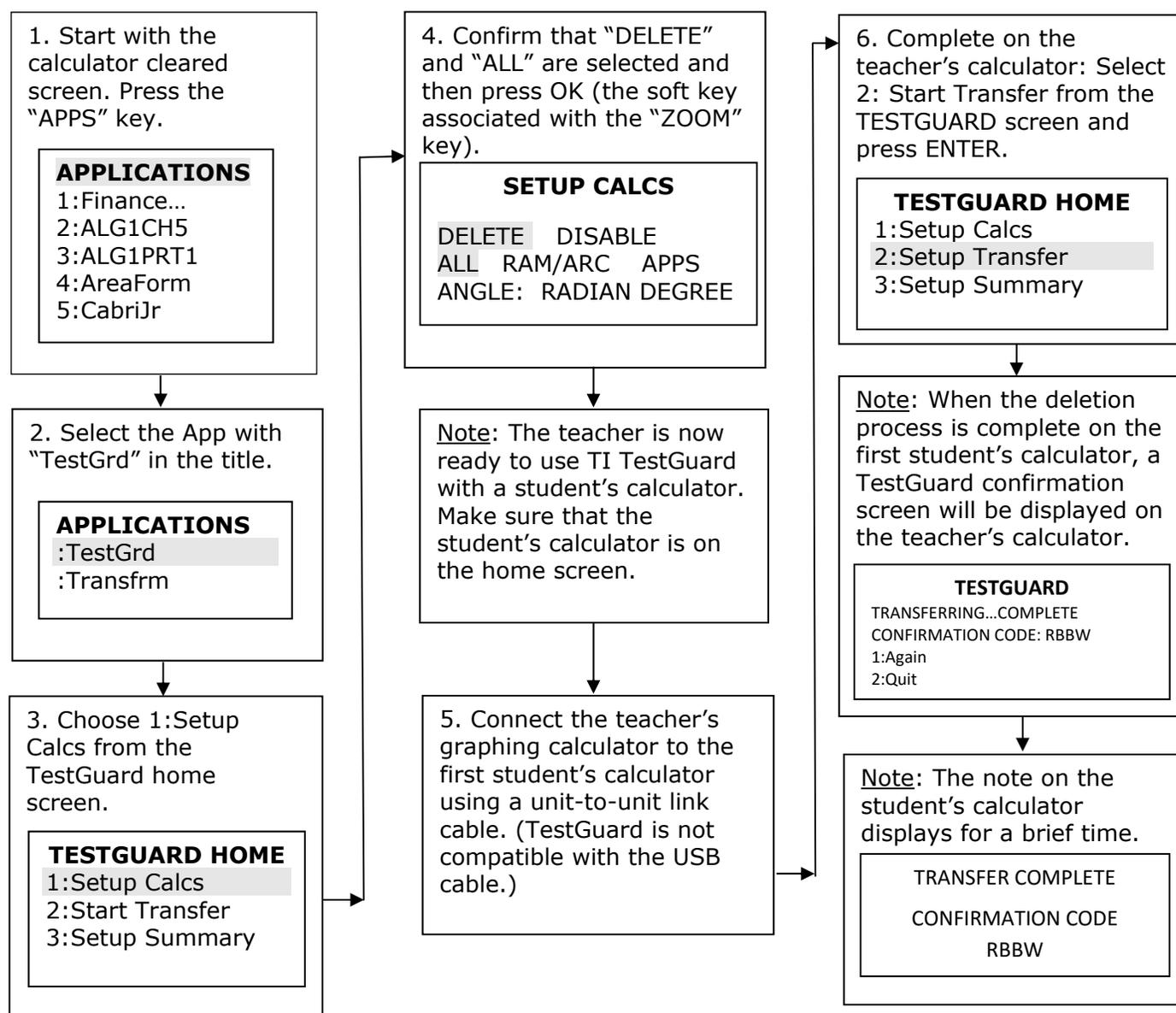
Press 2nd and then Reset. Select Reset.

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 Σ (.



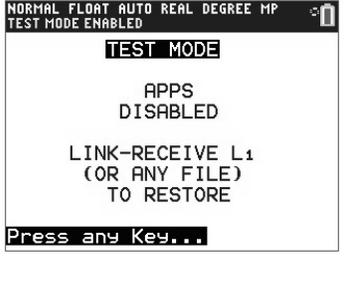
2. Press OK (the soft key for this command is the ZOOM key) and the Reset Complete screen will be displayed.



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.



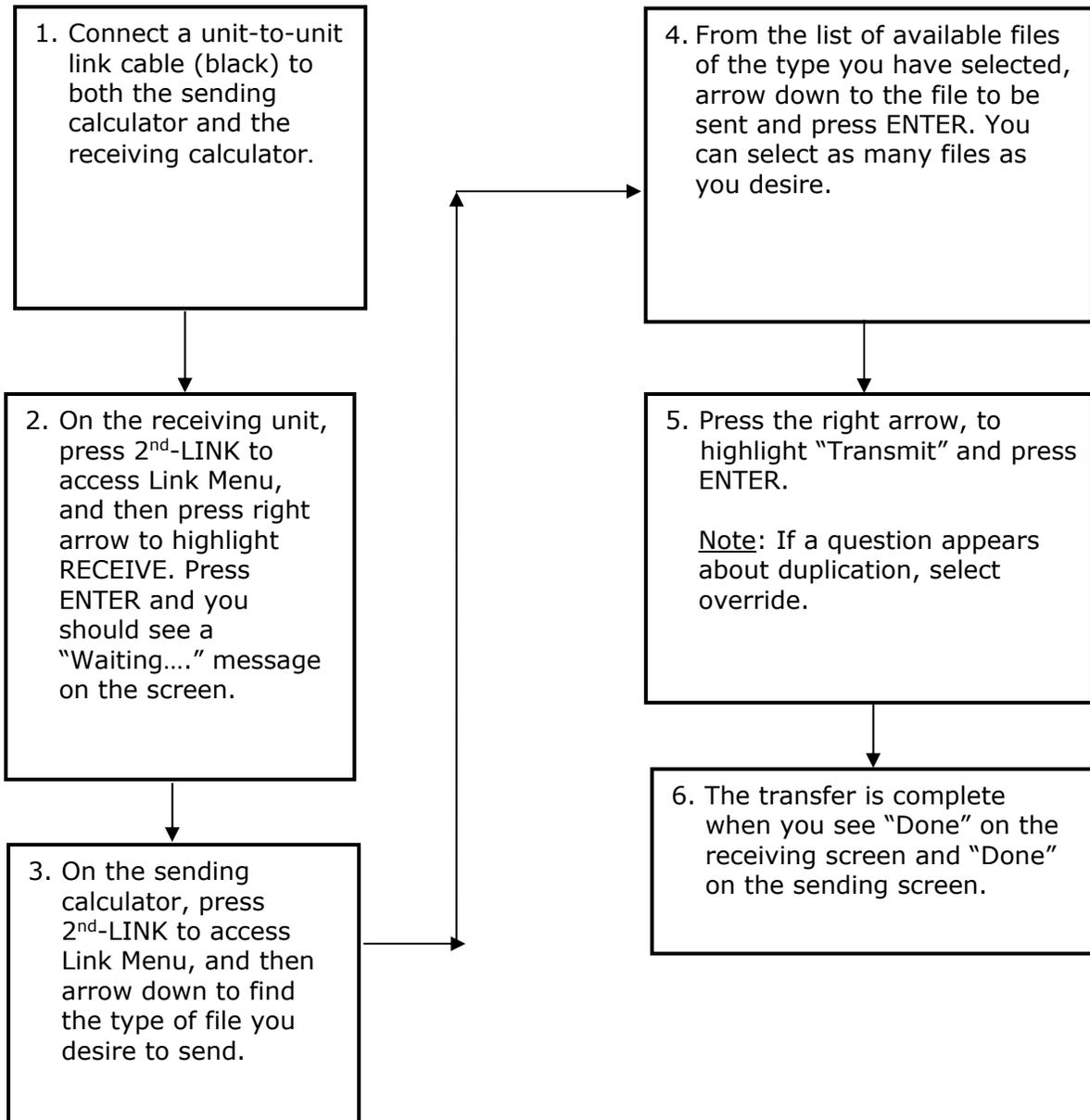
Note: Repeat Steps 1-4 after every test administration.

Appendix D4

How to Restore Files That Were on Calculators before the Reset

To Be Completed at the Conclusion of Testing:

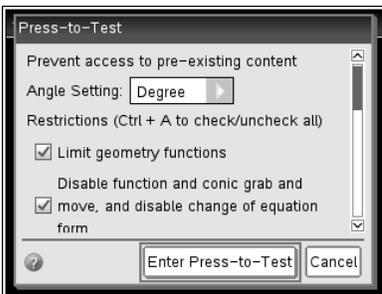
Note: To restore files that were on the calculator before the reset, transfer files from one calculator to another via the "Unit-to-Unit Transfer" function, if applicable. For instructions to reset a specific model calculator, please contact 1-800-TI-CARES (800-842-2737). On TI-84 Plus models, following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



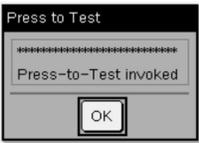
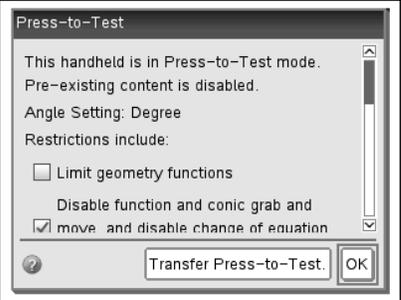
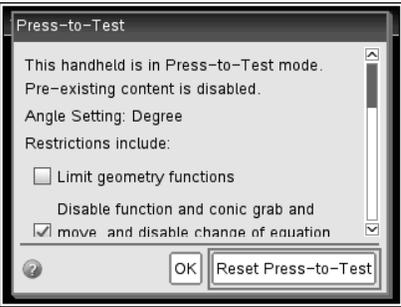
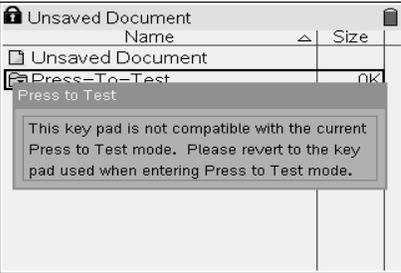
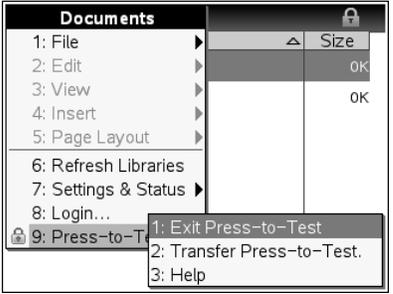
Appendix D5

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"> • “Limiting geometry functions” and • “Disable function and conic grab and move, and disable change of equation form”. <p>You may enable (uncheck) the “Disable $\log_b x$ template and summation functions”. 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 “Disable $\log_b x$ template and summation functions”. 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)

<p>5. After the reboot, you will see a dialogue box that confirms you have entered Press-to-Test. Click [OK] to proceed.</p> <p style="text-align: center;">(Dialogue box on older models)</p> 	
<p>6. During or after the exam, you can tell if a calculator is still in Press-to-Test mode by the flashing LED and also by turning the calculator OFF and back ON. You will again see a confirmation screen.</p> <p>Restoring the calculator from Press-to-Test mode will delete the documents created during testing mode and restore all previous working documents.</p> <p>Reinvoking Press-to-Test (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).</p>	
<p>7. SECURITY:</p> <ul style="list-style-type: none"> • 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. 	
<p>Exiting Press-to-Test mode:</p> <ul style="list-style-type: none"> • 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.



NC Final Exam Multiple-Choice 2016 – 17

SIDE 1

School Name: _____

Test Name: _____

Form

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Teacher Name: _____

Student Date of Birth

Month	Day	Year
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

PowerSchool Student Number

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

LEA / School Code

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Student's Last Name	First Name
A	A
B	B
C	C
D	D
E	E
F	F
G	G
H	H
I	I
J	J
K	K
L	L
M	M
N	N
O	O
P	P
Q	Q
R	R
S	S
T	T
U	U
V	V
W	W
X	X
Y	Y
Z	Z
.	.
'	'
((
))

Serial #

TO BE COMPLETED BY THE TEST ADMINISTRATOR OR PRINCIPAL'S DESIGNEE AFTER TESTING

1. Mark any of the following that apply to this student.

Student Identified Only Under Section 504

Student Identified with a Transitory Impairment

2. Which, if any, of the following accommodations were provided to this student during this test administration? (Mark all that apply.)

Braille Edition

Large Print Edition

Assistive Tech. Devices

Crammer/Abacus

Dictation to a Scribe

Magnification Devices

Testing in a Separate Room

Scheduled Extended Time

One Test Item Per Page Edition

Multiple Testing Sessions

Student Reads Test Aloud to Self

Student Marks Answers in Test Book

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

Interpreter/Translator Signs/Cues Test

Test Administrator Reads Test Aloud (in English)

Braille Writer/Slate & Stylus (Braille Paper)

Special NCDPI-Approved Accommodation

Class Period / Section

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Test Code

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Special Codes

ABCD	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Serial #

Serial # bubbles: A-Z, 0-9

DO NOT WRITE IN THIS SHADED AREA

Stock No. XXXXX

BEGIN TEST HERE

- ↳
- | | | | | | |
|-------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| 1 (A) (B) (C) (D) | 10 (A) (B) (C) (D) | 19 (A) (B) (C) (D) | 28 (A) (B) (C) (D) | 37 (A) (B) (C) (D) | 46 (A) (B) (C) (D) |
| 2 (A) (B) (C) (D) | 11 (A) (B) (C) (D) | 20 (A) (B) (C) (D) | 29 (A) (B) (C) (D) | 38 (A) (B) (C) (D) | 47 (A) (B) (C) (D) |
| 3 (A) (B) (C) (D) | 12 (A) (B) (C) (D) | 21 (A) (B) (C) (D) | 30 (A) (B) (C) (D) | 39 (A) (B) (C) (D) | 48 (A) (B) (C) (D) |
| 4 (A) (B) (C) (D) | 13 (A) (B) (C) (D) | 22 (A) (B) (C) (D) | 31 (A) (B) (C) (D) | 40 (A) (B) (C) (D) | 49 (A) (B) (C) (D) |
| 5 (A) (B) (C) (D) | 14 (A) (B) (C) (D) | 23 (A) (B) (C) (D) | 32 (A) (B) (C) (D) | 41 (A) (B) (C) (D) | 50 (A) (B) (C) (D) |
| 6 (A) (B) (C) (D) | 15 (A) (B) (C) (D) | 24 (A) (B) (C) (D) | 33 (A) (B) (C) (D) | 42 (A) (B) (C) (D) | |
| 7 (A) (B) (C) (D) | 16 (A) (B) (C) (D) | 25 (A) (B) (C) (D) | 34 (A) (B) (C) (D) | 43 (A) (B) (C) (D) | |
| 8 (A) (B) (C) (D) | 17 (A) (B) (C) (D) | 26 (A) (B) (C) (D) | 35 (A) (B) (C) (D) | 44 (A) (B) (C) (D) | |
| 9 (A) (B) (C) (D) | 18 (A) (B) (C) (D) | 27 (A) (B) (C) (D) | 36 (A) (B) (C) (D) | 45 (A) (B) (C) (D) | |

SAMPLE



NC Final Exam 2016–17
English III

XXXXX XXXXXXXX

XXXX XXXX XXXXXX

XXXXXXXXXX

XXXXX XXXX XXXXXX

XXXXXXXXXXXX

XXXXXXXXXXXX



SAMPLE

**TO BE COMPLETED BY THE
TEST ADMINISTRATOR OR PRINCIPAL'S DESIGNEE AFTER TESTING**

1. Mark any of the following if it applies to this student.

Student Identified Only Under Section 504
 Student Identified with a Transitory Impairment

2. Which, if any, of the following accommodations were provided to this student during this test administration? (Mark all that apply.)

<input type="radio"/> Braille Edition	<input type="radio"/> Testing in a Separate Room
<input type="radio"/> Large Print Edition	<input type="radio"/> Scheduled Extended Time
<input type="radio"/> Assistive Tech. Devices	<input type="radio"/> One Test Item Per Page Edition
<input type="radio"/> Cranmer Abacus	<input type="radio"/> Multiple Testing Sessions
<input type="radio"/> Dictation to a Scribe	<input type="radio"/> Student Reads Test Aloud to Self
<input type="radio"/> Magnification Devices	<input type="radio"/> Student Marks Answers in Test Book
<input type="radio"/> Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator	
<input type="radio"/> Braille Writer/Slate & Stylus (Braille Paper)	
<input type="radio"/> Special NCDPI-Approved Accommodation	

Special Codes

A	B	C	D
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Form

01	11
02	12
03	13
04	14
05	15
06	16
07	17
08	18
09	19
10	20

Absent from Makeup

BEGIN TEST HERE

- | | | | | | |
|-------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| 1 (A) (B) (C) (D) | 10 (A) (B) (C) (D) | 19 (A) (B) (C) (D) | 28 (A) (B) (C) (D) | 37 (A) (B) (C) (D) | 46 (A) (B) (C) (D) |
| 2 (A) (B) (C) (D) | 11 (A) (B) (C) (D) | 20 (A) (B) (C) (D) | 29 (A) (B) (C) (D) | 38 (A) (B) (C) (D) | 47 (A) (B) (C) (D) |
| 3 (A) (B) (C) (D) | 12 (A) (B) (C) (D) | 21 (A) (B) (C) (D) | 30 (A) (B) (C) (D) | 39 (A) (B) (C) (D) | 48 (A) (B) (C) (D) |
| 4 (A) (B) (C) (D) | 13 (A) (B) (C) (D) | 22 (A) (B) (C) (D) | 31 (A) (B) (C) (D) | 40 (A) (B) (C) (D) | 49 (A) (B) (C) (D) |
| 5 (A) (B) (C) (D) | 14 (A) (B) (C) (D) | 23 (A) (B) (C) (D) | 32 (A) (B) (C) (D) | 41 (A) (B) (C) (D) | 50 WRITTEN |
| 6 (A) (B) (C) (D) | 15 (A) (B) (C) (D) | 24 (A) (B) (C) (D) | 33 (A) (B) (C) (D) | 42 (A) (B) (C) (D) | |
| 7 (A) (B) (C) (D) | 16 WRITTEN | 25 (A) (B) (C) (D) | 34 (A) (B) (C) (D) | 43 (A) (B) (C) (D) | |
| 8 (A) (B) (C) (D) | 17 (A) (B) (C) (D) | 26 (A) (B) (C) (D) | 35 (A) (B) (C) (D) | 44 (A) (B) (C) (D) | |
| 9 (A) (B) (C) (D) | 18 (A) (B) (C) (D) | 27 (A) (B) (C) (D) | 36 (A) (B) (C) (D) | 45 (A) (B) (C) (D) | |

16. _____

50. _____

NC Final Exam 2016–17
Multiple-Choice and Constructed Response

XXXXX XXXXXXXX

XXXX XXXX XXXXXXXX

XXXXXXXXXX

XXXXX XXXX XXXXXXXX

XXXXXXXXXXXX

XXXXXXXXXXXX



416405

SAMPLE

**TO BE COMPLETED BY THE
TEST ADMINISTRATOR OR PRINCIPAL'S DESIGNEE AFTER TESTING**

1. Mark any of the following if it applies to this student.

Student Identified Only Under Section 504
 Student Identified with a Transitory Impairment

2. Which, if any, of the following accommodations were provided to this student during this test administration? (Mark all that apply.)

<input type="radio"/> Braille Edition	<input type="radio"/> Testing in a Separate Room
<input type="radio"/> Large Print Edition	<input type="radio"/> Scheduled Extended Time
<input type="radio"/> Assistive Tech. Devices	<input type="radio"/> One Test Item Per Page Edition
<input type="radio"/> Cranmer Abacus	<input type="radio"/> Multiple Testing Sessions
<input type="radio"/> Dictation to a Scribe	<input type="radio"/> Student Reads Test Aloud to Self
<input type="radio"/> Magnification Devices	<input type="radio"/> Student Marks Answers in Test Book
<input type="radio"/> Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator	
<input type="radio"/> Interpreter/Transliterators/Signs/Cues Test	
<input type="radio"/> Test Administrator Reads Test Aloud (in English)	
<input type="radio"/> Braille Writer/Slate & Stylus (Braille Paper)	
<input type="radio"/> Special NCDPI-Approved Accommodation	

Special Codes

A	B	C	D
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Form

01	11
02	12
03	13
04	14
05	15
06	16
07	17
08	18
09	19
10	20

Absent from Makeup

Appendix H

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 to access the training materials.

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

Appendix I

Testing Code of Ethics

Introduction

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

- *students* to know the extent to which they have mastered expected knowledge and skills and how they compare to others;
- *parents* to know if their children are acquiring the knowledge and skills needed to succeed in a highly competitive job market;
- *teachers* to know if their students have mastered grade-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;
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