

North Carolina
Test Coordinators'
Policies and Procedures Handbook



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

Division of Accountability Services/North Carolina Testing Program
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Dr. Rebecca Garland, Deputy State Superintendent
Office of the Deputy State Superintendent
6368 Mail Service Center
Raleigh, NC 27699-6368
Telephone (919) 807-3305; fax (919) 807-4065

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A. Introduction



Purpose of the North Carolina *Test Coordinators' Policies and Procedures Handbook*

The purpose of the North Carolina *Test Coordinators' Policies and Procedures Handbook* is to provide district and school test coordinators with a reference for implementing proper test administrations for the North Carolina Testing Program.

This handbook provides information to ensure the integrity of the testing program is maintained, results generated from the program are valid, and any subsequent reporting is accurate and appropriate. To experience the complete functionality of this online resource, [Testing News Network](#) (TNN) users should log in to TNN. (If a user is not logged in to TNN, some links will only take the user to the TNN log-in screen.)

Fundamental Testing Premises



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

- ***Fairness***: Be fair and consistent in following policies and procedures.
- ***Equality***: Students must have equal opportunity when taking tests. Any special arrangements or accommodations must be in accordance with the rules, procedures, and validity of the assessment. Special arrangements or accommodations must never be used for score enhancement.
- ***Flexibility***: North Carolina-developed tests are standards-based, criterion-referenced tests that are flexible in terms of allowing students the necessary amount of time to finish. Students with disabilities and students identified as English Learners (ELs) may receive approved accommodations to complete certain assessments.
- ***Security***: Test security must be maintained at all times. Test materials must be stored in a secure, locked storage facility when not in use. Properly trained test administrators must always be present during test administrations. A trained proctor should always be assigned and present for each test administration regardless of the number of students being tested unless otherwise authorized by the North Carolina Department of Public Instruction (NCDPI) Testing and Accountability Program.

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

The Test Development Process



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 reexamined 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.

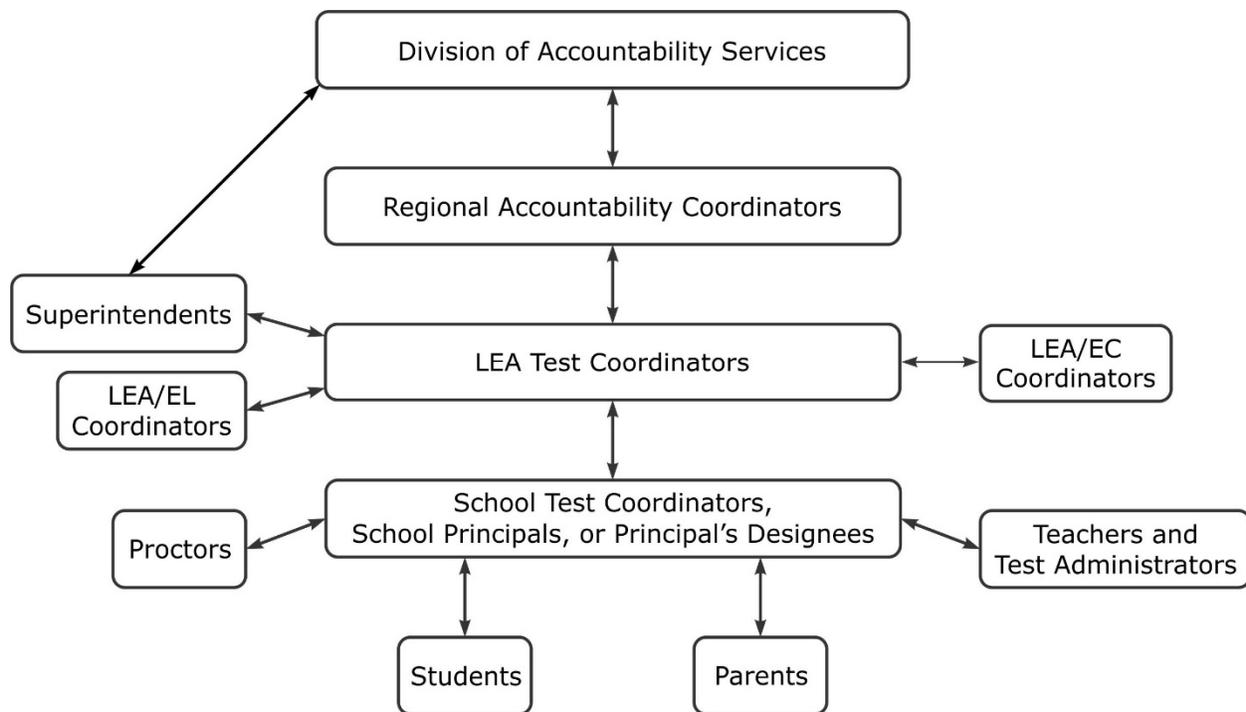
If a teacher is interested in training to become an item writer or reviewer for the North Carolina Testing Program, he/she can visit https://center.ncsu.edu/nc/x_courseNav/index.php?id=21 and take the appropriate subject area “A” level Content Standards Overview course and the “B” level Test Development Basics course in the Moodle system. Once the online training courses are completed, the teacher will be directed to go to an online interest form at <http://goo.gl/forms/wXv4Imh0ko>. This is where the teacher can register to let the North Carolina Testing Program know he/she is interested in writing or reviewing. Teachers who submit interest forms will be contacted when item writing or reviewing is needed in their subject area.

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

Protocol for Communication



In an effort to keep individuals well-informed regarding topics related to test development and policy, the North Carolina Testing Program supports two-way exchanges between communication levels that include ongoing dialogues at each level. Program questions and information should be channeled through the appropriate testing staff at each successive level. Staff members at the local level are encouraged to share questions related to testing and accountability (such as the EOG and EOC tests; testing students identified as ELs and/or students with disabilities; and accommodations) with the local education agency (LEA) test coordinator. If necessary, the test coordinator will share these questions with the Regional Accountability Coordinator (RAC), who in turn will contact the NCDPI Division of Accountability Services.



Important Websites for Communicating Information



Testing News Network (TNN)

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

Public Schools of North Carolina Accountability Services Division

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

NCTest Technical Requirements

The technical specifications for NCTest, which is used to deliver the online assessments, are found at <https://center.ncsu.edu/nct/>. Schools must review these technical requirements on days before an online assessment and must make any necessary adjustments before administering an online assessment.

Online Assessment Tutorial

Schools must ensure every student participating in an online assessment has completed the Online Assessment Tutorial for the associated assessment at least one time at the school before test day. Students should not complete the tutorial on the day of the test administration. For best results, students should complete the tutorial using computers or tablets they will use during the actual online assessment.

The tutorial is available through the NCTest Chrome App, NCTest Secure Browser or NCTest iPad App with required security measures. Schools may use one of two Online Assessment Tutorial options with students:

1. Schools can play a video that demonstrates how to use the available tools, how to navigate the system, how to respond to each item type, and how to use the end-of-test review page. Immediately following the video, students must complete a self-paced interactive set of online sample items for the appropriate assessment offered in the same environment as the assessment.
2. Schools may use a standard script provided by the NCDPI and available on TNN that gives guidance for using the available tools, navigating the system, responding to each item type, and using the end-of-test review page while students complete the tutorial items.

Schools should review both options before the tutorial session to determine the best option for their students for a particular assessment.

Nonpublic Schools Testing Service

The Center for Urban Affairs and Community Services (CUACS) provides access to secure state test materials to nonpublic schools through the Nonpublic Schools Testing Service (NPSTS) program. This program is sanctioned by the NCDPI and is operated on a cost recovery basis. For more information on the NPSTS see <https://center.ncsu.edu/nc/course/view.php?id=351>.

Released End-of-Course and End-of-Grade Test Forms

The NCDPI's website for released forms is located at <http://www.ncpublicschools.org/accountability/testing/releasedforms>. The released forms in their online interactive format can be accessed through the NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App with required security measures.

Test Specification Information

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

B. Test Security



According to State Board of Education (SBE) policy GCS-A-004, “secure tests developed by the State of North Carolina may not be used for purposes other than those approved by the Division of Accountability Services and the State Board of Education.” SBE policy GCS-A-004 specifies that secure tests, including all test materials and test questions, are not to be reproduced in any manner or for any reason without the express written consent of the test publisher. School personnel must not disclose the contents of secure tests. They must not discuss with each other or with students specific test questions or information contained within the tests or write about them on the Internet or on social media sites. In addition, excerpts from the tests must not be used at any time during classroom instruction or in resource materials such as study guides. Access to the tests shall be limited to school personnel who have a legitimate need. Persons who have access to secure test materials shall not use their access to those materials for personal gain.

Secure state tests, including all field tests and special studies, shall not be copied, reproduced, paraphrased, filed, or used directly in instructional activities. Copying, reproducing, or paraphrasing test materials represents a breach of test security and is a violation of federal copyright laws, the North Carolina Administrative Code, SBE policy, and the North Carolina *Testing Code of Ethics*.

Instructional materials, such as study guides, that contain sample test questions (whether generated locally or obtained from another school system) must be shared with the principal before use in the school. The principal must report to the school system test coordinator that such instructional materials exist. The school system test coordinator must review all such documents and report to the RAC that such documents exist. Copies of any documents suspected to contain secure test items or information from secure tests must be submitted to the NCDPI through the RAC for clearance before use in the school or district.

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

Electronic Transmission of Data



Local education agencies (LEAs), schools, and NCDPI staff frequently need to share information from individual student records to resolve data issues and answer program area questions. Employees of LEAs, schools, the NCDPI, or other education institutions are legally and ethically obliged to safeguard the confidentiality of any private information they access while performing official duties. Private information regarding students and staff should always be transmitted securely.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the U.S. Department of Education. Among several purposes, FERPA was enacted to protect the privacy of students' educational records.

To protect the confidentiality of individuals from those who are not authorized to have access to individual level data, personally identifiable information (PII) should be transmitted using one of the following methods:

- Encrypted Files
- Password Protected Files (as long as the password is not contained within the e-mail, file, or on the electronic device containing the data)
- Secure FTP Servers
- E-mailed files, but only if encrypted and/or password protected using strong passwords

For those LEAs and schools with full encryption capabilities, transported data and other electronic transporting devices containing NCDPI data should be encrypted. This requires the recipient of the data to have corresponding decryption capabilities. If compatible encryption is not available to both parties, data should be password protected. The password should be given to the recipient through a different medium, such as a separate e-mail or a phone call, never in notes or documents accompanying the actual data file. In addition, the password should not be transferred via voicemail.

When sending e-mail, ensure it contains the least amount of FERPA-protected information as possible. The subject line of an e-mail should not include FERPA-protected information; the body of an e-mail should not contain highly sensitive FERPA-protected information, such as a student's Social Security Number.

In addition, PII should not be shared in a Listserv, on Google Docs, or through data-sharing services like Dropbox. Fax machines and printers used to send and receive secure data must be located in areas that are secure.

Secure test questions, answer choices, or portions of secure test questions or answer choices must not be sent via e-mail (use e-mail only if encrypted and/or password protected).

For additional information, see the publication *Transmitting Private Information Electronically* the *Best Practices Guide for Communicating Personally Identifiable Information by E-mail, Fax, or Other Electronic Means*.

Testing Code of Ethics



The North Carolina Testing Code of Ethics GCS-A-010 addresses appropriate professional practices for central office and school administrators, test coordinators, teachers (test administrators), and proctors in the areas of securing tests; administering tests; and scoring, reporting, and interpreting test results.

Ethical practices for administering North Carolina tests include but are not limited to (1) informing students about the tests and why the tests are important, (2) informing students and parents how the tests and test results will be used, (3) ensuring all eligible students take the tests, (4) encouraging students to attempt to respond to all test items and do their best, (5) preparing students to take the tests, and (6) sharing the results of the tests along with any available interpretation of the scores with students and parents within the allotted timelines. In addition, the importance of maintaining test security at all times must be stressed. Ethical practices ensure validity of the test results.

A copy of the Testing Code of Ethics is included in all assessment guides for review and must be discussed during training sessions for test administrators and proctors. The sanctions for violations are also included in the Testing Code of Ethics and are applicable to the administration of all secure state-mandated tests.

Accounting for and Storing Test Materials



According to SBE policy GCS-A-001, LEAs shall

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

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

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

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

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

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

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

All testing materials must be returned to the school test coordinator according to directions specified in the assessment guide. Immediately after each test administration, the school test coordinator shall collect, count, and return all test materials to the secure, locked facility. Any discrepancies in the count must be reported immediately to the school system test coordinator. Upon notification, the school system test coordinator must report the discrepancies to the RAC and ensure all procedures in the Online Testing Irregularity Submission System (OTISS) are followed to document and report the testing irregularity.

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

Prohibited Items in the Testing Room



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

- **Electronic devices.** Other than permitted calculators, students are not allowed to use or have in their possession 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 the student must be removed from testing because he/she has a cell phone/electronic device during testing, the test administrator must not leave the testing room unattended. The test administrator must remain in the room, and the school test coordinator must be notified and the student removed.
 - Before testing begins, test administrators and proctors must turn off their personal cell phones/electronic devices and ensure these devices are not visible during

testing, including breaks. Test administrators' and proctors' personal cell phones/electronic devices must not be used during the test administration or during breaks.

- 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. For paper-and-pencil administrations, test administrators must collect student answer sheets, test books, and all other ancillary materials (e.g., calculators, used papers) before students are allowed to take out their reading materials. For online assessments, test administrators must ensure students have clicked the End Test button to close the test and must collect all ancillary materials (e.g., calculators, used papers) before students are allowed to take out their reading materials.
- Testing Aids. Textbooks, reference books, thesauruses, smartpens, smartwatches, music, notes, or any unapproved testing aids are prohibited during the administration of any assessment in the North Carolina Testing Program.

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

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

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

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

Testing Security Protocol and Procedures for School Personnel



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

Viewing Secure State Tests/Obtaining Data for Research



General Statute §115C-174.13 (a) states that “until the SBE designates that a test is released, any test developed, adopted, or provided by the SBE, as provided in this Article, is not a public record within the meaning of G.S. §132-1. The SBE may develop rules to allow inspection of a test prior to release, but shall require that individuals inspecting the test meet the same standards for confidentiality required for employees of local boards of education in test administration. As used in this section, the term ‘test’ includes both the test and related test materials.”

Effective with the 2008–09 school year, the SBE directed the NCDPI to release to the school districts and the public one test form for each grade level and subject tested. Visit the NCDPI website at <http://www.dpi.state.nc.us/accountability/testing/releasedforms> for all released forms and additional information.

Otherwise, the North Carolina *Testing Code of Ethics* (GCS-A-010) states that items and associated materials on a secure test shall not be in the public domain. Access to the tests shall be limited to school personnel who have a legitimate need. Access to test materials by school personnel refers to handling the materials, but it does not include reviewing tests or analyzing test items. Persons who have access to secure test materials shall not use their access to those materials for personal gain.

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

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

In special circumstances, exceptions to this policy can be made for parents or guardians. Parents or guardians who request the opportunity to view secure test materials must send a letter of request to the director of Accountability Services at the following address:

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

Letters of request should include

- the specific test requested,
- why the request is being made, and
- what will be done with the information.

For parents/guardians granted permission to view secure test materials, the review must occur at the NCDPI in Raleigh under secure conditions with NCDPI staff present throughout the period the parents/guardians are permitted to view secure test materials. Parents/guardians may not view secure test materials at the district or school sites. While viewing secure test materials, parents/guardians may not duplicate, scan, copy, photograph, or otherwise create a record of information contained within them. The North Carolina *Testing Code of Ethics* may be referenced for additional information relative to test security requirements.

The NCDPI will inform parents/guardians granted permission to view secure test materials that the test that will be viewed may not necessarily be the same test form that was administered to their child but will be a parallel and equivalent form of the test. The parents/guardians will not be able to view their child's completed answer document or actual test book or online assessment.

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

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

Maintaining the Confidentiality and Security of Testing and Accountability Data



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

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

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

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

- **WinScan Files.** WinScan files contain data that are for test development and accountability purposes only, and their release would violate test security. See the *Security of WinScan Data Records* section for additional information on the release of WinScan files.
- **Economically Disadvantaged Student (EDS) and Community Eligibility Provision (CEP).** The EDS and CEP data are property of the NCDPI and School Nutrition Services. Testing and Accountability has access to the data through a Memorandum of Understanding (MOU). LEA test coordinators are bound by the requirements of the MOU and FERPA to preserve the confidentiality of those data. Releasing these data to anyone in any manner that would allow the identification of the EDS/CEP status of an individual student would be a violation of federal law.
- **Answer Keys.** District test coordinators must not release answer keys or any information linking these keys to particular test forms. To do so would violate test security. Answer keys and related information are used for test development, scoring, and maintenance of the North Carolina Testing Program.

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

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

Letters of request must include

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

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

Security of WinScan Data Records



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

These data are not for personal use and should not be distributed in such a way that it is possible to identify individual student scores. When producing summaries of student performance, any group with less than ten (10) individuals must not be reported because it might be possible to identify the individual students that make up that group. Instead, the report should show a "*" or "N/A" (or other symbol) with an appropriate explanation (DMG-2009-004SE). DMG-2009-004-SE - North Carolina Public Schools

In any group where the percentage of individuals is greater than ninety-five percent (95%) or less than five percent (5%), the actual values may not be displayed because of FERPA privacy regulations. In these cases, the results will be shown as >95% or <5%. This ensures that student information remains anonymous. The policy further ensures compliance with the interpretation of FERPA that small cell sizes must be removed from statistics made public or offered to outside organizations or persons to avoid the disclosure of personally identifiable data.

Individual student records should not be sent via e-mail because this is not considered a secure means of transferring information.

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

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

C. Roles and Responsibilities



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

Responsibilities of the NC Department of Public Instruction



The NCDPI shall develop, revise, publish, and provide timely updates to LEAs on the policies and procedures required for proper test administrations. These guidelines shall be provided to the LEA through the school system test coordinator.

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

Training of School System (LEA) Test Coordinators



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

LEA test coordinators shall attend training sessions conducted by the NCDPI's RACs on subjects including, but not limited to, proper test administration, test security, appropriate use of accommodations, scanning and scoring answer sheets, and preparation of test materials for scoring at a central site. LEA test coordinators shall then conduct in-person training sessions for the school test coordinators in their LEAs for the purpose of providing instruction to local test administrators and proctors.

School System (LEA) Test Coordinator's Responsibilities



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

- Annually sign a confidentiality and test security agreement that must be kept on file with the RAC. A sample *Confidentiality and Test Security Agreement* for district and charter

school test coordinators is included in Section U of this guide and can be edited to suit the needs of the district.

- Ensure a written testing plan for the school system is developed and disseminated to each school before the beginning of the school year. The overall testing plan must include, but is not limited to, rules for test administrator training, test security, proper testing environment, administering the secure tests, auditing test administrations, and preparing and returning secure test materials. A sample *LEA/Charter School Testing Plan* is included in Section U of this guide that can be edited to suit the needs of the LEA/charter school.
- Ensure a schedule of the state test administration dates for the school year, including field tests and special studies, is shared with teachers, students, and parents.
- Develop local policies and procedures to ensure maximum test security in accordance with the policies and procedures developed by the test publisher.
- Provide information about test security and inform staff of sanctions, penalties, or other possible consequences for test security violations.
- Designate the personnel who are authorized to have access to test materials. “Access” to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items (SBE policy GCS-A-010).
- Assist the principal at each school in understanding his/her duties and responsibilities relative to the state testing program and the implementation of state tests.
- Ensure that *all* school principals read and sign annually the North Carolina *Testing Code of Ethics* and a Test Security Agreement. The original signed copies must be kept on file with the LEA test coordinator/charter school director. A sample *Principal's Test Security Agreement* is included in Section U of this guide that can be edited to suit the needs of the LEA/charter school.
- Ensure that student placement decisions are not solely based on test scores (SBE policy GCS-F-016).
- Ensure the school test coordinator and the test administrators at each school are school district or school personnel who have professional training in education and the North Carolina Testing Program (SBE policy GCS-A-010).
- Ensure that *all* school test coordinators read and sign annually the North Carolina *Testing Code of Ethics* and a School Test Coordinator Test Security Agreement. The original signed copies must be kept on file with the LEA test coordinator/charter school director. A sample *School Test Coordinator's Security Agreement* is included in Section U of this guide that can be edited to suit the needs of the LEA/charter school.
- Develop and make available to school test coordinators a Test Security Agreement form for test administrators participating in training for the administration of North Carolina state-mandated assessments. A sample *Test Administrator's Security Agreement* is included in Section U of this guide that can be edited to suit the needs of the LEA/charter school.

- Ensure all test administrators sign a Test Security Agreement at every test administration training session and the signed forms are kept on file at the school.
- Oversee the planning and implementation of training for school test coordinators, test administrators, and proctors.
- Maintain accurate attendance records for all training sessions.
- Ensure each school establishes procedures to ensure all test administrators comply with the test publisher's guidelines.
- Ensure all appropriate staff receive training in procedures for providing approved accommodations for state-mandated tests to students with disabilities and students identified as ELs.
- Ensure each school has a secure, locked facility in which test materials will be stored and clearly understands test material handling and storage procedures. Access to the storage area must be limited to one or two authorized school personnel when secure materials are being stored. Unauthorized personnel (e.g., cleaning staff) must not have access to the storage area where secure materials are stored.
- Monitor to ensure the system and school-by-school plans for administering tests under secure conditions are implemented appropriately.
- Prohibit LEA/school employees from disclosing the general content of the tests or specific items contained in the tests to persons other than authorized employees of the school system.
- Maintain accurate records of student membership and assist in identifying students who are eligible to take the test in order to secure the appropriate quantity of materials.
- Order sufficient copies of test materials.
- Account to the NCDPI for all test materials received, and house all test materials in a secure, locked facility.
- Develop a system of checkout and check-in of test materials to ensure at each level of distribution and collection (LEA, school, classroom) all secure materials are tracked, returned, and accounted for.
- Ensure each school test coordinator develops and documents in writing a schoolwide testing plan for administering tests under secure conditions.
- Ensure each school test coordinator receives and stores test books, assessment guides, and other testing materials in a secure manner.
- Ensure each school test coordinator has a system of checkout and check-in of test materials to ensure all materials are returned and accounted for.
- Prohibit the reproduction of any or all parts of the tests. No person may copy, reproduce, or paraphrase in any manner or for any reason the test materials without the express written consent of the test publisher.
- Ensure all eligible students are tested.

- In conjunction with program administrators, ensure the need for test accommodations is documented and the accommodations are limited to the specific needs.
- In conjunction with program administrators, monitor to ensure all documented accommodations are actually provided to students and to what extent the accommodations are used by the students during the test administrations.
- Ensure the security of test materials and the integrity of the North Carolina Testing Program are maintained at all times.
- Make a determination about the seriousness of reports of test security breaches, loss of test materials, failure to account for test materials, unauthorized reproduction or retention of test materials, or any other deviation from required security procedures.
- Declare a test administration a misadministration, when appropriate, using the appropriate procedures and documentation, and ensure students are administered a different, secure form of the test, if available. All misadministrations must be reported to the local board of education and the RAC, using the appropriate documentation and notification procedures.
- Investigate all reports of testing irregularities and/or violations of ethical testing practices and immediately report them to the superintendent and local school board of education.
- Use and follow all procedures in the [Online Testing Irregularity Submission System \(OTISS\)](#) to document and report all testing irregularities.
- Ensure all those who have school-assigned ACT roles for the PreACT, ACT, and WorkKeys attend all ACT-/NCDPI-required training sessions for each test in order to ensure local policies and procedures are followed, and to ensure maximum test security in accordance with the policies and procedures developed by the test publisher.

School System (LEA) Test Coordinator's Responsibilities for Ordering Test Materials



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

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

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

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

- Provide accurate contact information on TNN so testing shipments are delivered to the correct address and TOPS and NCDPI staff are able to contact the appropriate LEA testing personnel as necessary.
- Prepare LEA-wide estimates of quantities of materials necessary for each test that is part of the North Carolina Testing Program. Estimates should be based on student membership, previous materials usage, and consultation with school test coordinators.
- Carefully read instructions on the ordering pages before placing orders.
- Provide accurate test participation dates in the ordering system based on the LEAs' testing calendars. These participation dates help with statewide planning and ensure LEAs receive materials in a timely manner. Note: Ordering pages will not appear until the participation dates are entered.
- Order sufficient test materials in a timely manner and take into account any special instructions found on the ordering pages.
- Attend RAC trainings each month to obtain critical information about upcoming tests. Testing windows, student eligibility, retesting policies, and other critical information about the tests are disseminated through these monthly meetings.
- Check TNN daily for notices regarding test materials.
- Ensure copies of errata sheets posted on TNN are provided to test administrators as appropriate.
- Maintain a testing operations calendar to ensure necessary materials arrive in sufficient time so they may be distributed to schools in an organized and secure manner.
- Work with school test coordinators and central office staff to ensure accommodation forms (*Braille, Large Print, One Test Item Per Page, and Large Print One Test Item Per Page*) are ordered at least thirty (30) working days before the actual test administration date (or as soon as the ordering system becomes available, if fewer than thirty (30) days before testing).
- Establish a contingency plan so that materials can be received without incident or breach of security on days when the test coordinator may be out of the office and unavailable to receive shipments. *Test security must be maintained at all times.*
- Ensure each school has a secure, locked facility in which test materials will be stored and the school clearly understands test material handling and storage procedures. Access to the storage area must be limited to one or two authorized school personnel when secure materials are being stored. Unauthorized personnel (e.g., cleaning staff) must not have access to the storage area where secure materials are stored.
- Inventory test materials upon arrival and inform TOPS via fax (919-515-4622) of any discrepancies in the shipment.
- *Report any nonreceipt of materials to the respective RAC at the earliest possible time.* The school system test coordinator must ensure that nonarrival of materials does not disrupt the LEA's testing schedule. The Testing Program and TOPS strive to deliver most test materials to LEAs two weeks before the beginning of testing, with the exception of

the assessment guides and answer sheets for the EOC and EOG assessments, which are generally delivered three weeks before the beginning of testing.

- Account to the NCDPI for *all* test materials received.
- Keep a current copy of the North Carolina Testing Program's recycling guide and follow these instructions regarding the return of materials to TOPS, the secure destruction of test materials, and the secure storage of materials.

Shipping and/or Materials Contacts and Questions



For LEA and charter school test coordinators, the RAC should be the first contact and most important resource in answering questions regarding ordering and receiving test materials.

Other important contacts include the following individuals.

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

Kevin Stover
TOPS/NCSU
(919) 515-1430
kevin_stover@ncsu.edu

For questions related to shipments, contact the manager of the TOPS warehouse. The fastest and preferred means of communication with the warehouse is via fax. A fax provides a printout on the warehouse floor and receives prompt attention from TOPS staff:

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

For questions regarding the ordering and delivery of test materials, contact the NCDPI's Division of Accountability Services Testing Policy and Operations Section:

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

School Test Coordinator's Responsibilities



The principal or principal's designee (i.e., an employee of the school/school system who has professional training in education [preferably a North Carolina educator's license] and the state testing program) shall serve as school test coordinator. The school test coordinator is responsible for monitoring test administrations within the building and responding to situations that may arise during test administrations. The school test coordinator must be accessible to test administrators

and proctors during the administration of secure state tests. Because of this accessibility requirement, the school test coordinator must not be given the responsibility of administering a test. The school test coordinator shall perform the following activities:

- Adhere to the district testing plan and test administration schedules established by the NCDPI and the school system test coordinator.
- Develop and document in writing a schoolwide plan for administering tests under secure conditions. For each testing session, the plan must include documentation of the accommodations and the nature of the accommodations each eligible student will receive.
- Cooperate with district or state officials in the event of an audit or monitoring visit so as to ensure the testing plans are implemented appropriately.
- Attend training sessions sponsored by the school system test coordinator on the policies and procedures for conducting a proper test administration and for reviewing and processing test materials.
- Read and sign annually the North Carolina *Testing Code of Ethics* and a School Test Coordinator Test Security Agreement. The original signed copies must be kept on file with the LEA test coordinator/charter school director. A sample *School Test Coordinator's Security Agreement* is included in Section U of this guide.
- Count and record the number of secure test materials, including supplemental materials, when the materials are first received from the LEA test coordinator. Report immediately to the LEA test coordinator any discrepancies in the count.
- Store test materials in a secure, locked facility. Access to the storage area must be limited to one or two authorized school personnel while secure materials are being stored. Unauthorized personnel (e.g., cleaning staff) must not have access to the facility where secure materials are stored.
- Allow test materials to be distributed immediately before the test administration (SBE policy GCS-A-010) unless otherwise authorized by the NCDPI.
- Accurately count and verify with each test administrator before the test administration the number of secure test materials, including supplemental materials, received. Immediately report any discrepancies in the count to the LEA test coordinator.
- Immediately after each test administration accurately count and verify with each test administrator the number of secure test materials, including supplemental materials that are returned to the secure storage facility. Immediately report any discrepancies in the count to the LEA test coordinator.
- Return all test materials to the LEA test coordinator, as directed, immediately following the completion of the test administration.
 - Count and verify with the LEA test coordinator that the number of secure test materials, including supplemental materials returned by the school, matches the count taken when the materials were first received.

- Select test administrators who are either school system or school personnel who have professional training in education (preferably a North Carolina educator's license) and the state testing program (SBE policy GCS-A-010).
 - To avoid the appearance of a conflict of interest and to protect test administrators from allegations of impropriety, a test administrator should not be assigned to administer a test in a room where his or her relative or ward is tested.
 - Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the test administrator's guardianship.
- Train all school personnel on the appropriate use of test materials; test security; the North Carolina *Testing Code of Ethics*; the *Testing Students with Disabilities* publication and published supplements (as appropriate); and the *Guidelines for Testing Students Identified as English Learners* document and published supplements (as appropriate).
- Ensure all test administrators attend training for the state-mandated tests and sign a Test Security Agreement at the conclusion of every training session. The Test Security Agreements must be kept on file with the school test coordinator and should be available during the assessment monitoring process. A sample *Test Administrator Test Security Agreement* is included in Section U of this guide and may be edited to suit the needs of the school.
- Emphasize to all school personnel that no person may copy, reproduce, or paraphrase the test materials in any manner or for any reason without the written permission of the NCDPI.
- Inform personnel that any person who learns of any breach of security, loss of test materials, failure to account for test materials, or any other deviation from required security procedures must immediately report that information to the principal/school test coordinator and the school system test coordinator.
- Implement the school system's testing policies and procedures and initiate any additional school policies and procedures to ensure all eligible students are tested.
- Encourage a positive atmosphere for the test administrations.
- Assign to test administrations trained proctors who are responsible adult community volunteers (i.e., age 18 or older and not enrolled as a student in the K–12 public school system), school staff, or school system staff.
 - A proctor should not be assigned to proctor in a room where a relative or ward is to be tested. Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the proctor's guardianship.
 - Test administrators should not administer tests with a proctor who is a personal family member or a close acquaintance.
- Maintain the confidentiality of individual student scores when reporting test results to the public and the media.

- Prohibit the reclassification of students or the assignment of a grade of “F” or “I” for the sole purpose of not having students participate in any state assessment. (Within the first ten [10] days of a block schedule or within the first twenty [20] days of a traditional schedule, students may drop a course that has an EOC test according to SBE policy GCS-C-003 [i].)
- Ensure that student placement decisions are not solely based on test scores (SBE policy GCS-F-016)
- Use and follow all procedures in the OTISS to document and report all testing irregularities.

Duties of School Counselors



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

Test Administrator's Responsibilities



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, and,
- 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.

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

- Attend a test administration training session conducted by the school system or school test coordinator before each test administration and, if applicable, a training session on the use of accommodations (training provided solely by electronic medium is discouraged at this time).
- Read and sign a Test Security Agreement (provided by the school test coordinator) at the conclusion of every test administration training session. All signed Test Security Agreements must be kept on file with the school test coordinator and should be available during the assessment monitoring process. A sample Test Administrator Test Security Agreement is included in Section U of this guide.
- Read and study thoroughly the assessment guide before the actual test administration.
- Read and study thoroughly the codified North Carolina Testing Code of Ethics before the test administration.
- Attend training on the Testing Students with Disabilities and the Guidelines for Testing Students Identified as English Learners documents and published supplemental documents when accommodations will be provided to students, and follow the appropriate procedures for the use of accommodations during test administrations for students with disabilities and students identified as ELs.
- Prepare the physical conditions for the testing room, including rooms to which students may be relocated. Cover or remove bulletin boards and/or instructional displays that contain content being measured or test-taking strategies; cover or remove all reference materials that are printed or attached on student's desks.
- Maintain test security at all times during the handling of test materials.
- Ensure each student tested has access to the appropriate test materials as specified in the assessment guide.
- Follow procedures for the distribution and collection of any supplemental materials as specified in the assessment guide.
- Count and record the number of secure test materials, including supplemental materials, before and after the test administration. Notify the school test coordinator/principal immediately of any discrepancies in the count.
- Ensure students' personal belongings are placed under their seats and not accessed during testing.
- Ensure *all* cell phones (i.e., cell phones belonging to students, the test administrator, and the proctor) are turned off, and they, or any other electronic devices, are not accessed at any time during the test administration, including during the break(s). *Personal cell phones/electronic devices must not be used during the test administration, including breaks.*
- Administer the test to all eligible students (SBE policy GCS-A-010).

- Conduct an unbiased administration of the test according to the policies, procedures, and directions in the assessment guide and any subsequent updates developed by the NCDPI Division of Accountability Services/North Carolina Testing Program.
- Read directions to the students as they are written in the assessment guide. It is a violation of the *Testing Code of Ethics* to omit, rewrite, or paraphrase orally or in writing the instructions presented in the assessment guides. Monitor the test administration by moving quietly throughout the room and scanning the students' work areas to ensure students follow the test directions, perform the required tasks, do not share responses, and those eligible have access to required accommodations.
- Do not, at any time, modify, change, alter, or tamper with student responses on answer sheets or on computer monitors during or after the test administration.
- Assist students with emergencies (including restroom breaks) during the test administration.
- Remain in the room throughout the entire test administration unless there is an emergency (e.g., illness, necessary restroom break). In emergency situations, it is most appropriate to send the proctor for assistance. If an emergency arises and the test administrator must leave the room, the school test coordinator must be notified.
- Provide a positive test-taking environment (SBE policy GCS-A-010). Avoid distracting behaviors (e.g., holding extended conversations with the proctor, reading newspapers or novels, carrying out other personal or professional duties, talking/texting on cell phones, or working on a computer or any other electronic device). See *Prohibited Items in the Testing Room* for additional information.
- Follow the procedures established by the school system test coordinator for returning all used and unused testing materials and supplemental materials to the school test coordinator.
- Under the direction of the school test coordinator, the test administrator must review under secure conditions in a group setting (i.e., three or more designated school personnel) each student's answer sheet to ensure it is ready to be machine scored. Students' responses are not to be modified during the review process.
- On the day of the occurrence, immediately document and report testing irregularities to the school test coordinator, who will ensure the irregularities are submitted in the OTISS.

Proctor's Responsibilities



According to SBE policy GCS-A-010, “proctors shall serve as additional monitors to help the test administrator assure that testing occurs fairly.” A trained proctor should be assigned and present for each test administration regardless of the number of students being tested. The principal shall select proctors who are responsible adult community volunteers (i.e., age 18 or older and not enrolled as a student in the K–12 public school system), school staff, or school system staff. A proctor should not be assigned to proctor in a room where his or her relative or ward is to be tested. Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the proctor's guardianship. Additionally, the proctor should not be assigned to proctor with a test administrator who is a personal family member or a close acquaintance.

Proctors must attend a test administration training session before each test administration and understand and agree to carry out the duties described. The training session should thoroughly cover proctors' responsibilities as outlined in *The Proctor's Guide* (published by the North Carolina Testing Program). Additionally, proctors must read or review thoroughly the North Carolina *Testing Code of Ethics* and its sanctions. All proctors should sign and date a copy of the *Testing Code of Ethics* to be kept on file at the school. During training, proctors may be provided copies of *The Proctor's Guide*, the North Carolina *Testing Code of Ethics*, and a sample of the online Report of Testing Irregularity. Proctors are not to be provided copies of the assessment guide.

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

Proctors are not to pick up test materials from or return test materials to the school test coordinator at the beginning or the end of testing unless accompanied by the appropriate school personnel. Personal cell phones must be turned off, and they, or any other electronic devices, must not be accessed at any time during the test administration, including during the break(s).

Distracting behaviors must be avoided during testing; these include holding extended conversations with the test administrator, reading newspapers or novels, carrying out other personal or professional duties, talking or texting on cell phones, or using any other electronic devices.

Option to Use Roving Proctors



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

Several conditions apply when using the roving proctor option:

- A roving proctor should be used to monitor only the following test administrations:
 - administrations in which the test administrator is not the teacher of record (i.e., not the teacher of the group tested)
 - administrations in which the test administrator is not a teacher of the subject matter being tested
- Roving proctors must be trained before each test administration.
- Roving proctors should be responsible for no more than three centrally located classrooms.

- There should not be more than thirty (30) students in any testing class or group. Testing rooms with over thirty (30) students should have a one-on-one, full-time proctor.
- The makeup of test groups that will be monitored by a roving proctor(s) must be considered. For example, a small group of students who are easily distracted might not be the best test group for a roving proctor.
- Students must be informed before the day of the test administration that a roving proctor will be coming into and out of the testing room to monitor their test administration.
- The LEA/charter school test coordinator must specify the logistics for roving, such as the room assignments, the time spent monitoring in each testing room, and whether the testing room door is to be left open or closed during the testing session.
- When scheduling roving proctors' time, test coordinators must ensure that equal time is provided to all rooms being monitored. The last room monitored should not remain without a proctor for too long. For example, if the roving proctor is assigned to three rooms and is instructed to move every 30 minutes, the last room will not have a proctor until after an hour of testing has passed. A better scenario would be to have the roving proctor start with five minutes in room 1, go to room 2 for five minutes, move to room 3 for five minutes, and then repeat the process.

Ideally, every test administration should have a proctor present, and it is most preferred when test administrations exceed thirty (30) students. If, after working with the RAC and exhausting **all** options, it is not possible to provide either a one-on-one or roving proctor for every test setting, LEAs/charter schools must complete and submit a *Proctor Hardship Notification Form* (provided by the NCDPI) 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.

D. Preparation for the Test Administration

School Testing Plans



At the beginning of each school year the LEA test coordinator must ensure a written testing plan for the school system/charter school is developed and disseminated to the school(s) within the district. Plans should also be available in electronic format and include “sample” documents completed by the LEA/charter school and used as supports for the testing plan. An electronic copy of the LEA/charter school test plan must be submitted annually to the RAC by September 30. A [sample LEA/charter school test plan](#) can be found in Section U of this Handbook.

Limitations to Providing Instruction to Students on the Day of Testing



During the school year, teachers shall provide instruction that meets or exceeds the state-adopted content standards to give students an opportunity to learn the objectives measured by the tests.

Teachers must not jeopardize the security of the test forms. For example, students might approach a teacher and ask questions about test items. Teachers must not discuss test items with the students and should inform students they are not to share 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. Teachers should not use test items or information from students as the basis for additional instruction or review. Instead, teachers should provide instruction/review on the state-adopted content standards. Excerpts from the tests must not be used at any time during classroom instruction or in resource materials such as study guides.

Teachers are not permitted to discuss specific items from the tests with students or colleagues before, during, or after the test administration or to ask students which test questions were difficult. Before the designated test administration date and according to SBE policy [GCS-A-010](#), teachers may help students improve test-taking skills by

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

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

All test administrations must be conducted in an unbiased and uniform manner. It is essential the scores for all tests represent the best estimate of the students' knowledge and mastery of the concepts. Before and during the test administration, the test administrator must promote an informative, positive, and supportive atmosphere in order to minimize student anxiety regarding the test.

Before the day of the test administration, the school should inform the students and parents (preferably in writing) about the purpose of the state test and that students

- are scheduled to take a test or tests surveying their knowledge and mastery of skills as specified in the state-adopted content standards;
- should attempt each question/prompt on the test;
- should bring two sharpened No. 2 pencils with erasers;
- should not bring extra blank paper, dictionaries, reference books, textbooks, cameras, thumb drives, smartpens, smartwatches, music, thesauruses, cell phones, or other electronic devices (see *Prohibited Items in the Testing Room*);
- should bring a novel or other nontextbook, such as a magazine, to read after he or she completes the test administration; and
- will be informed of any local and state policies regarding the use of test results.

For paper-and-pencil multiple-choice tests, students should be taught to check for misalignment during instructional test-preparation sessions conducted on days before the actual test administration. Students should be taught to check every tenth number to see if the question to which they are responding in the test book corresponds with the number of the bubble on the answer sheet. Additionally, schools should ensure every student participating in a paper-and-pencil EOG (i.e., grades 5–8) and EOC (i.e., NC Math 1) mathematics assessment (not *NCEXTENDI*) has completed practice questions for the gridded-response items before test day. For additional information on the mathematics gridded-response practice, see the section *Mathematics Gridded-Response Practice Questions*.

Online Assessment Tutorial



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

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

Additionally, the Online Assessment Tutorial should be used to determine the student's appropriate font size (i.e., regular or large) and/or alternate background color for test day. These options must be entered in the Student Interface Questions (SIQ) before test day. The Online Assessment Tutorial can assist students whose Individualized Education Programs (IEPs) or Section 504 Plans designate the *Large Print* accommodation in determining if the large font will

be sufficient on test day. If the size of the large font is not sufficient for a student because of his/her disability, this accommodation may be used in conjunction with the *Magnification Devices* accommodation, or a *Large Print Edition* of the paper-and-pencil assessment may be ordered. Note: The standard *Large Print Edition* tests are printed on 11" × 17" paper using 22-point Verdana font.

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

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

The Online Assessment Tutorial is available through a secure platform (e.g., NCTest Chrome App, NC Test Secure Browser, or NCTest iPad App with required security measures). The standard scripts are available on the TNN page in NC Education.



Required Gridded Response Practice Activity— Mathematics Grades 5–8

Some test questions on the paper-and-pencil EOG Mathematics assessments at grades 5–8 and the NC Math 1 EOC assessment are gridded-response questions. These questions require students to write and bubble a numerical answer into a grid box rather than select an answer from several choices. When these types of questions are delivered online, students must type a numerical answer into a text box. All gridded-response questions are in the calculator inactive portion of the tests.

Schools must ensure every student participating in the paper-and-pencil grades 5–8 EOG mathematics and NC Math 1 EOC assessments complete the Gridded Response Practice Activity at least one time at the school before test day. Students taking online administrations of these math assessments (i.e., grades 6–8 and NC Math 1) should also complete the practice activity as part of instruction in the event online testing is not possible.

Guidelines for answering gridded-response questions include the following:

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

2. Students must not use symbols such as commas or dollar signs. For example, 5,600 should be answered as 5600; \$25.99 should be answered as 25.99. Students must use only the symbols that are provided in the circles.
3. If an answer is a mixed number, it must be changed and entered as an improper fraction or a decimal. For example, the mixed number four and one-half could be entered as $\frac{9}{2}$ (an improper fraction) or as 4.5 (a decimal). An improper fraction, such as $\frac{3}{2}$, may be entered as 3, then /, then 2; or it may be entered as 1, then a decimal point, then 5.

Copies of the Gridded Response Practice Activity by grade level may be found at <http://www.ncpublicschools.org/accountability/testing/eog/math/>.

Suspended Students



Short-Term Suspension. According to G.S. §115C-390.5, “the principal shall have authority to impose short-term suspension on a student who willfully engages in conduct that violates a provision of the Code of Student Conduct authorizing short-term suspension. A student subject to short-term suspension shall be provided the following:

- the opportunity to take textbooks home for the duration of the suspension;
- upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with the assignment;
- the opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.”

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

Long-Term Suspension. According to G.S. §115C-390.7, “the principal may recommend to the superintendent the long-term suspension of any student who willfully engages in conduct that violates a provision of the Code of Student Conduct that authorizes long-term suspension. Only the superintendent has the authority to long-term suspend a student.”

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



Hospital/Homebound Testing

School districts must establish policies and procedures for providing hospital/homebound services to public school students who are temporarily confined at home or in a health care facility. Districts must ensure that students who receive hospital/homebound services participate in the EOGs, EOCs, and all other state-required test administrations. Medical exceptions can be submitted, if appropriate. For accountability purposes, the test results of a hospital/homebound student must be included in the accountability results at the base school.

Hospital or home testing is subject to the same policy and procedures as regular test administrations unless the cause of the hospital/homebound testing necessitates the use of accommodations.

Scheduling. Hospital/homebound testing must occur during the state-designated testing windows.

Training. The student's hospital/homebound teacher must be included in the school's test administrator's training and must review the test administrator's guide before the test administration. The LEA test coordinator is to be contacted if there are any questions regarding the test administration.

Proctors. A trained proctor must be provided for each test administration.

Before Test Day. The hospital/homebound teacher must ensure the parent/guardian is aware of testing policies and procedures as they relate to test security and the testing environment:

- For the protection of both the student and the teacher, the presence of a responsible adult is required on site at all times.
 - Test administrators must terminate the testing session if a parent, guardian, or a responsible adult is not present.
- Access to the testing room must be limited to school personnel. No other person, including family members, can be present in the room utilized for testing except under extreme circumstance (i.e., emergency situations, medical treatment breaks).
 - If a test administration must be paused because of a bathroom break or emergency situation, the test administrator must follow the procedures in the assessment guide for taking a break. Test materials must remain secure at all times.
- Home security system cameras must not record the test session.
- Electronic devices, cell phones, recording, listening, scanning, or photographic devices are prohibited in the testing room.
- The testing room should be quiet, without interruptions, and have appropriate supplies (e.g., table, chair)
- All pets should be confined before the arrival of the test administrator (service animals must be allowed)
- An effort should be made to eliminate any possible distractions during the test administration (e.g., doorbells, televisions, music, telephones, outside noises, siblings).

Note: There may be unique circumstances that dictate the need for instruction and or testing to occur outside the hospital or home setting. Decisions must be made on an individual basis. The location, such as a library conference room or a school office, should be mutually agreed upon. An adult must always be present, and the hospital/homebound teacher is not required to transport the student.

Materials. The test administrator must check out test materials from the school test coordinator, administer the test on the designated test date, and return the materials to the test coordinator at the conclusion of testing each day. Test materials must not be checked out overnight. All materials must be accounted for each day.

Note: On the day of a test administration, the test administrator must notify the LEA or school test coordinator immediately of any change in the student's status or home/hospital conditions that may necessitate the termination of the test administration.

Testing Environment



The *Testing Code of Ethics* states “the principal must ensure the school test coordinator encourages a positive atmosphere for testing.” Test administrators must prepare appropriate physical conditions for all testing rooms, including those to which students may be relocated. All rooms designated for test administrations must be quiet, orderly, and comfortable with adequate seating, lighting, and heating/cooling. Each student must have enough space in which to work. Seating must be arranged to discourage students from sharing responses.

Many teachers are transforming their classrooms in an effort to make their learning spaces more student-centered by implementing flexible seating. Flexible 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. For the administration of all tests within the North Carolina Testing Program, all rooms with flexible seating that have been designated for testing (including those to which students may be relocated), *must* be approved by the RAC before they can be used on test day.

A primary responsibility of the test administrator and proctor is monitoring the test administration. This responsibility means the test administrator and proctor should frequently walk throughout the room and scan the students' work areas to ensure students are following the test directions, performing the required tasks, are not sharing responses, and those eligible have access to required accommodations. To ensure that test administrators and proctors have an unobstructed view of students testing, current policy does not permit the use of study carrels or privacy shields for a whole-class general administration. Only under the following circumstances are study carrels or privacy shields permitted:

- 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.
- A classroom may use study carrels if 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.

The North Carolina Testing Program strongly discourages large-scale administrations (e.g., those that occur in a library or cafeteria) that include large groups (multiple classes) of students. Test administrations that occur under these conditions may result in misadministrations. If testing is to take place in a facility other than a classroom, special effort may be required to establish and maintain a proper testing atmosphere.

Visitors to the classroom are prohibited during the test administration except when required for state or local monitoring of test administrations or under extreme circumstances (i.e., emergency situations).

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

Monitoring Students during Test Administrations



A primary responsibility of the test administrator and proctor is monitoring the test administration. This responsibility requires the test administrator and proctor to frequently and quietly walk throughout the room and scan the students' work areas to ensure they are following the test directions, performing the required tasks, are not sharing responses, and those eligible have access to required accommodations. When the test administrator or proctor needs to sit during the test administration, he or she should maintain an unobstructed view of and easy access to students.

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

Reading (except for the assessment guide or supplemental testing policy information); grading papers; using a computer, cell phone, or other electronic device; talking casually with 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 must not read test questions from students' test books or from students' computer monitors or tablets used for online assessments (except for students with documented special needs requiring accommodations, such as the *Test Administrator Reads Test Aloud [in English]*).

Test administrators and proctors must avoid creating distractions and causing testing irregularities while monitoring students during an assessment. During training, test administrators and proctors must be made aware of what they can and cannot do to assist students.

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

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

Test administrators and proctors cannot help students by

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

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

Test Forms



Paper-and-Pencil Test Forms

Different versions of a test are distributed at each testing site (i.e., classroom). The different versions are equated statistically and are parallel in content, so comparisons of performance within and across test administrations can be made.

The versions differ in form letter, number (e.g., Form A1, Form A2, Form B1, Form B2, etc.), and color. Each student must use a test book and answer sheet

having the same form letter and color. This is essential for correct scoring of student responses.

Small Group Testing Accommodations: One form (i.e., same form letter and form number) of the test may be administered to a small group of students when (1) students with disabilities or students identified as English Learners (ELs) are to have the test read aloud (in English) as a testing accommodation or (2) an interpreter/transliterator signs/cues a test as an accommodation to students with disabilities. Note: Reading aloud or signing/cueing the selections, frames, test questions, and/or answer choices from the tests designed to measure reading comprehension invalidates test results.

Online Test Forms

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

Because of the nature of online delivery, for tests with multiple versions, one particular form of the test cannot be selected for a group of students. Therefore, to ensure the validity of the test, students receiving the *Computer Reads Test Aloud–Student Controlled* accommodation must also receive the *Testing in a Separate Room* accommodation (one-on-one) **unless** using headphones.

Test Materials



The assessment guide must be provided to test administrators on days before the test administration. The test administrator must read and study the guide thoroughly before attending the training session, so the school test coordinator can answer any questions the test administrator may have. All other test materials must be distributed to test administrators immediately before each test administration and returned to the principal or school test coordinator at the end of each test administration. Test administrators are responsible for **all** materials in their care.

At no time are proctors to be alone with secure test materials, including computers with active assessments (e.g., Start screen, Pause screen, items displayed). Proctors are not to pick up test materials from or return test materials to the school test coordinator at the beginning or the end of testing unless accompanied by the appropriate school personnel. Every effort must be made to minimize public access to secure state tests before and after each test administration.

The test administrator is not to give students additional materials during the test administration (with the exception of additional blank paper, graph paper, or pencils as specified in the assessment guide, if applicable) without the prior written consent of the NCDPI Division of Accountability Services/North Carolina Testing Program through the school system test coordinator. Reference books, textbooks, thesauruses, bookmarks, multiplication tables, number lines, music, MP3 players, cameras, cell phones, personal learning devices, personal computers, smart pens, smartwatches, or any other electronic devices are prohibited during the administration of any test in the North Carolina Testing Program (see *Prohibited Items in the Testing Room*).

Approved Supplemental Materials



Only NCDPI-approved supplemental materials may be used during test administrations. For North Carolina-developed tests (Beginning of Grade 3 [BOG3], EOG, EOC, NCFE, College and Career Readiness Alternate Assessment [CCRAA], *NCEXTENDI*), the following supplemental materials are approved for use during the test administration, if applicable:

- color acetate overlays
- highlighters (Students may use highlighters in the test books, but they must not use highlighters on the answer sheets.)

- example math grids and example constructed response box (Permissible only for students receiving the *Student Marks Answers in Test Book* accommodation)

The *Student Marks Answers in Test Book* accommodation allows a student to record his/her responses to test questions directly in the test book during the test administration. Students with this accommodation are not provided an answer sheet during testing. Therefore, in order to provide them with equitable access to the demands of mathematics assessments with gridded-response items and assessments with constructed response items, schools may provide these students on the day of testing with a copy of the appropriate example math grid and/or a copy of the appropriate example response space for recording constructed response items.

These example documents must be printed locally and treated as secure test materials once printed for testing purposes. The documents may be enlarged locally for *Mark in Book* students who also require large print materials. These supplemental materials should only be provided on test day to *Mark in Book* students who have used these documents routinely in the classroom as a resource to prepare them for testing.

Teachers may also use these documents (example math grids, example constructed response boxes) with all students before testing day as a resource to prepare them for testing. The documents do not need to be considered secure under these circumstances. The example math grids and constructed response boxes are posted at the following links:

- [EOG Math Grade 5](#)
- [EOG Math 6–8 and NC Math 1 EOC](#)
- [EOC English II](#)
- [NCFE only](#)
- [CCRAA at Grade 11](#)

Note: All NCDPI-approved supplemental materials should be provided only if students have used them routinely throughout the school year during classroom instruction and for similar classroom assessments. If approved supplemental materials (i.e., highlighters, overlays, example sheets) will be provided during test administrations, the test administrator is to distribute them immediately before beginning the testing session (i.e., before starting to read aloud the test directions). All supplemental materials must be returned to the school test coordinator and accounted for after each testing session.

Calculator Use



All students must have access to calculators that meet the minimum requirements during the administration of North Carolina assessments, when applicable. Students are to use calculators that are similar to those used during classroom instruction 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. Students may use calculators with more than the minimum requirements (e.g., fraction keys, graphing capabilities), provided that those additional features are not prohibited. However, school systems should be

cautioned that the use of these features without prior training may confuse students and adversely affect their performance 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 North Carolina tests. The list is not all-inclusive. If the LEA/charter school 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
- 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) from 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 Section U of this handbook. In addition, major calculator vendors have support teams who assist test administrators in 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.



The Minimum (At Least) Calculator Requirements

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

Test	Minimum (At Least) Calculator Requirements
End-of-Grade Tests Mathematics Grades 3–5	Four-function calculator with memory key
End-of-Grade Tests Mathematics Grades 6–8	Any four-function calculator with a square root function, y^x , $\pi(\pi)$, and algebraic logic
<i>NCEXTENDI</i> Mathematics Grades 6–8 NC Math 1 Grade 10	Four-function calculator with memory key
<i>NCEXTENDI</i> Mathematics Grade 11	Four-function calculator with memory key
End-of-Course NC Math 1	Graphing calculator
College and Career Readiness Alternate Grade 10	Graphing calculator
College and Career Readiness Alternate Grade 11	Graphing calculator

Test	Minimum (At Least) Calculator Requirements
North Carolina Final Exam NC Math 2	Graphing Calculator
North Carolina Final Exam NC Math 3	Graphing calculator
North Carolina Final Exam Advanced Functions and Modeling	Graphing calculator
North Carolina Final Exam Discrete Mathematics	Graphing calculator
North Carolina Final Exam Precalculus	Graphing Calculator
North Carolina Final Exam Physical Science	Scientific calculator
North Carolina Final Exam Chemistry	Scientific calculator
North Carolina Final Exam Physics	Scientific calculator
North Carolina Final Exam Earth/Environmental Science	Scientific calculator

Precoded Answer Sheets



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

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



Student Identification Numbers

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



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

Unexpected school closures and student dismissals are determined locally.

The NCDPI recognizes the health and safety of the school community comes first. In the event an LEA or school is unable to administer state tests according to state-designated testing windows because of unexpected school closings, inclement weather, or student dismissals, the LEA or school is to follow the procedures listed below:

1. The LEA/school must notify the RAC of the school closing, impending weather condition, or student dismissal.
2. State tests must be rescheduled to begin no later than the second day the school is back in session.
3. The LEA/school must submit all scores to the NCDPI by the data submission deadline unless an exception is requested and granted (see number 4 below).
4. The LEA/school may request an extension for submitting scores if it has evidence that shows the unexpected school closing, inclement weather, or dismissal affected its ability to meet the NCDPI data submission deadline. Requests must be submitted via receipted mail by the LEA superintendent or charter school director to the Director of Accountability Services, 6314 Mail Service Center, Raleigh, North Carolina 27699-6314. The request must include the following information:
 - a. name of the LEA and/or school
 - b. LEA/school code
 - c. an explanation why the unexpected school closing, inclement weather, or student dismissal affects the ability to submit scores by the NCDPI data submission deadline
 - d. earliest date when all scores can be submitted to the NCDPI

The superintendent, charter school director, and/or test coordinator is to contact the RAC with any questions regarding these procedures. Note: In the event an LEA or school is unable to administer the ACT tests (PreACT, the ACT, ACT WorkKeys) according to the designated testing window(s) because of unexpected school closings, inclement weather, or student dismissals, the LEA/school must follow ACT's testing policy and procedures.

Testing Window



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

Requesting to Test a Student outside the Testing Window



Per G.S. §115C-174.12(a)(4) the following exceptions may be permitted to allow testing of a student outside the designated testing window, including makeup dates:

- Exceptions shall be permitted to accommodate a student's IEP or Section 504 (29 U.S.C. §794) Plan.
- Exceptions may be permitted in *rare* cases in which special circumstances (e.g., family emergency, family relocation) may exist and preclude an

individual student from being tested during a state testing window, including makeup dates (i.e., permitted to test before or after the testing window).

If these circumstances apply, schools should request to administer the assessment to the student outside the testing window (i.e., before or after the testing window). The school must send the LEA test coordinator a written request from the parent that is signed by the principal for review (a sample Parent/Guardian Request form for school use is in Section U of this handbook). If approved by the LEA, the LEA test coordinator must submit a written request to the appropriate RAC and attach a copy of the Parent/Guardian Request form along with any other applicable documentation. The letter of request must include the following information (a sample LEA request form is in Section U of this handbook):

- name and LEA school code of the requesting school
- name of student (first name and initial of last name) to be tested outside of the testing window
- test name(s) (e.g., grade 8 EOG mathematics, EOC assessment of biology)
- dates of the school's regular testing window
- specific reason for the special administration (e.g., family emergency, family relocation, to accommodate a student's IEP or Section 504 Plan)
 - Requests to accommodate a student's IEP/Section 504 Plan should include how this need is documented on the IEP/Section 504 Plan (e.g., multiple testing sessions over multiple days).
- date the student is scheduled to return to school (if applicable)
- intended date(s) of the special administration
- description of the procedures that will be used to ensure the security of the assessment(s) will be maintained
- LEA test coordinator's contact name, phone number, and e-mail address
- principal's signature

The RAC will review the request and provide an e-mailed approval or denial response to the LEA test coordinator. LEA test coordinators must contact the RAC with any questions.

Note: A *Request to Test a Student outside the Testing Window* should not be used in place of a request for a medical exception. A medical exception should be requested when a student is unable to test during the testing window, including makeup dates, because of a significant medical emergency and/or condition (e.g., final stages of terminal or degenerative illness, coma, receiving extensive short-term medical treatment). However, a request to test outside the testing window is appropriate in a situation where a student with a medical condition is expected to be able to take the assessment before or just after the designated testing window (e.g., surgery scheduled during the testing window). See the Process for Requesting Testing Exceptions Based on Significant Medical Emergencies and/or Conditions documents for additional information on requesting a medical exception.

E. State Monitoring

Annual Process for Assessment Monitoring Visits



All tests that are part of the North Carolina Testing Program require a standardized process of administration. It is essential for school personnel to develop awareness of proper testing procedures in order to provide accurate test data for decision making.

The purpose of monitoring assessment administrations is to ensure the North Carolina Testing Program is conducted in a manner that is fair, consistent, and equitable for all students. The annual process for assessment monitoring consists of three components: (1) desk monitoring; (2) on-site monitoring; and (3) feedback/assistance. The NCDPI Division of Accountability Services is responsible for conducting all annual assessment monitoring, with assistance from the RACs.

The following steps outline the process for coordinating and conducting the annual assessment monitoring required by the NCDPI:

1. During each accountability year, the RACs will conduct a minimum of three visits to local education agencies (LEAs)/schools within their region. These visits may focus on the district testing office or a district school or charter school.
2. The RAC will establish an annual calendar for assessment monitoring that details locations and times for visits.
 - Efforts should be made to vary the visit locations from year to year.
 - The selected locations must be administering state assessments during the monitoring dates established on the RAC's monitoring calendar.
 - After the LEAs/schools have been selected, the RAC must notify the locations at least thirty calendar (30) days before the monitoring visit to
 - inform the LEA/school of the visit,
 - ask that the LEA/school test coordinator accompany the RAC during the monitoring visit, and
 - request specific desk-top monitoring documentation.
3. Annual assessment monitoring should begin with desk monitoring. To facilitate this process, the RAC should request from the test coordinator specific desk-monitoring documents. Examples of these documents include, but are not limited to:
 - district/school testing plan
 - district/school test-material distribution list and/or documents related to secure-material distribution procedures
 - district/school test-administration training rosters
 - district/school signed Test Security Agreements
 - district/school test-meeting agendas/notes
 - district/school testing calendar

- Desk-monitoring may also include:
 - Checking Expect Test File
 - Reviewing the ACCOM file
 - Reviewing current/past OTISS reports
- 4. Within one week of the monitoring visit, the RAC must contact the LEA/school test coordinator regarding specific details for the monitoring visit (i.e., arrival time, special circumstances, etc.)
- 5. During the assessment monitoring visit, the RAC will use the appropriate *Assessment Monitoring Visit Checklist* (found on the next three pages of this *Handbook*) to record observations. This checklist will be used to generate feedback to the LEA/school following the visit.
- 6. The assessment monitoring visit may include seeing either a full or partial LEA/school assessment day. The visit may include monitoring the following activities:
 - visiting the central office's or school's secure location for test materials
 - observing test material distribution (check-in/checkout) procedures at the central office or school
 - observing test-day policy and procedures of the school test coordinator, test administrators, and/or proctors
 - monitoring school testing environment
 - observing test material review under secure conditions at the conclusion of testing
 - monitoring the reporting of testing irregularities

Note: For school-monitoring visits, the RAC should plan to arrive at the school at least forty-five (45) minutes before testing starts to observe checkout procedures or stay until testing has concluded to observe check-in procedures.

- 7. Interviews may be conducted to gain additional information if time and schedules permit. Interviewees may include:
 - LEA test coordinator
 - Principal/assistant principal
 - School test coordinator
 - Test administrators
 - Proctors
 - Other LEA/school staff members participating in the test administration
- 8. The RAC will share with the district/school the appropriate *Assessment Monitoring Visit Checklist(s)* within thirty (30) days of the visit. The *Assessment Monitoring Visit Checklists* can be found on the next three pages of this *Handbook*.
- 9. The RAC should ensure the LEA/charter school test coordinator submits any required actions in a timely manner following the visit.
- 10. If concerns are noted during the visit and not addressed fully or have raised additional concerns, the district/school may be monitored.

ASSESSMENT MONITORING VISIT CHECKLIST

District Observation

Test Date: _____ **School Name:** _____

Principal: _____ **School Test Coordinator:** _____

Administration Process (LEA Test Coordinator)	Compliance	Noncompliance	Not Observed
Testing plan for system developed and disseminated before school starts			
Current testing plans for all schools on file in the testing office			
Evidence of school test coordinator training/meeting minutes/notes Date(s):			
Test materials counted and verified upon receipt from vendor			
System in place to maintain accurate records of student membership			
Test materials stored in a secure, locked facility			
Students' test booklets and answer documents stored according to testing policy			
Test materials distributed in a secure manner (check-in/checkout system)			
Secure shredded materials disposed of in accordance with testing policy			

Administration Process	Compliance	Noncompliance	Not Observed
LEA test coordinator encourages a positive atmosphere for the test administrations			
Sufficient copies of test materials ordered in timely fashion			
System in place to monitor all documented accommodations			
Investigated and reported all testing irregularities, including misadministrations and situations that may compromise test security (OTISS)			

Policy and operational concerns: ___ YES ___ NO

Observer Signature: _____

ASSESSMENT MONITORING VISIT CHECKLIST

School Observation

Test Date: _____ **School Name:** _____

Principal: _____ **School Test Coordinator:** _____

Administration Process (School Test Coordinator)	Compliance	Noncompliance	Not Observed
Testing plan for the school located in the main office			
All test administrators and proctors trained Date(s):			
Test materials stored in a secure, locked location			
Test materials distributed in accordance with the testing plan			
School test coordinator walks around and monitors the testing sites			
School test coordinator encourages a positive atmosphere for the test administrations			
Test materials reviewed under secure conditions (group setting)			
All testing irregularities reported in the OTISS			
"Testing—Do Not Disturb" signs posted on the door of each testing site			

Administration Process	Compliance	Noncompliance	Not Observed
Bulletin boards, instructional displays, and reference materials covered or removed			
Windows in doors exposed for monitoring purposes			
Doors unlocked and/or opened for monitoring purposes			
Test administrators aware of accommodations that are documented in IEPs/EL or transitory impairment plans			
Personal cell phones/electronic devices turned off/not visible			
Test materials provided appropriately for all students during the test administration			
Test administrators and proctors move quietly and frequently about the room			
Test administrators and proctors do not leave students unattended at any time during the testing period			

Policy and operational concerns: ___ YES ___ NO

Observer Signature: _____

ASSESSMENT MONITORING VISIT CHECKLIST
Test Administration

Date: _____

School Name: _____

Principal: _____

Test Coordinator: _____

Test Name: _____

Administration Type: _____

Test Administrator: _____

Proctor: _____

Administration Process	Compliance	Noncompliance	Not Observed
"Testing—Do Not Disturb" sign posted outside room			
Room is quiet, well-lighted, comfortable, etc.			
Bulletin boards, instructional displays, and reference materials covered or removed			
Desks or workstations cleared of books and other materials not required for the assessment			
Students provided the appropriate test materials			
Procedures followed for the distribution and collection of test materials			
Directions read to the students as they are written in the <i>Assessment Guide</i>			
Distracting behaviors avoided			

Administration Process	Compliance	Noncompliance	Not Observed
Personal cell phones/electronic devices turned off (not visible)			
Test administrator and proctor monitor the test administration			
Policies and procedures followed for the provision of accommodations			
Students receiving testing accommodations are monitored			
Procedures followed for assisting students who misalign answers			
Visitors prohibited in the classroom during the test administration			
Students who complete the test early provided with the opportunity to read			
Maximum time procedures followed; if applicable			

This testing session contained some policy and operational concerns: ___ YES ___ NO

Observer Signature: _____

North Carolina Testing Program Accommodations Monitoring Plan

Brief Overview of Targeted Accommodations Monitoring



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

Desk Monitoring

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

Presite Review

- Review of existing data to determine those school systems and school(s) that are to receive an on-site visit
- Determination of additional documentation that will be requested before the visit and on the day of the on-site visit
- Determination of monitoring team members and their roles for each on-site visit
- Review of documentation submitted by local education agency (LEA)/school before the on-site visit

On-Site Monitoring

- NCDPI monitoring team consisting of at least two Testing/Accountability staff members and a member of the Exceptional Children, English as a Second Language, and/or Section 504 staff
- Observation of the entire testing day's activities at the school-building level
- Observation of testing sessions with accommodations and, if time permits, testing sessions without accommodations
- Review of corresponding IEP/Section 504/English Learners (EL)/transitory impairment documentation for those students observed during testing
- Review of documentation submitted by the LEA/school on the day of the on-site visit
- Results and observations from the on-site monitoring visit will not be shared with the school system or school-building staff before leaving the site. Written results from the on-site monitoring visit will be sent to the LEA superintendent within ninety (90) calendar days of the visit.

State Response and Targeted Assistance

- The NCDPI monitoring team will reconvene to discuss the strengths and weaknesses of the processes and procedures observed during the on-site visit.

- A letter summarizing the monitoring activities, findings, recommendations, targeted assistance, and possible sanctions will be e-mailed and mailed to the LEA superintendent within ninety (90) calendar days of the on-site visit.
- The letter will also provide any additional information regarding follow-up visits, requirements for the submission of additional documentation for review (if necessary), and timelines.

Required Documentation and Procedures for On-Site Monitoring Visits

The following information may serve as a guide for school systems preparing for on-site visits that are performed by the NCDPI. While much of the information presented in this document is specific to monitoring testing accommodations, school systems are reminded that in order for a student with disabilities to be eligible to receive a testing accommodation, the disability must be documented in his/her IEP or Section 504 Plan, and the accommodation must be used routinely during classroom instruction and similar classroom assessments.

Documentation Required before On-Site Monitoring Visit

School systems must submit the following information to the NCDPI within seven (7) days of the formal request made to the LEA test coordinator:

- Electronic copy of the LEA testing plan* that includes, but is not limited to, the following:
 - Plan for training test administrators and proctors (e.g., session calendars/agendas, required attendance, roles and responsibilities) to include testing accommodations training (i.e., training sessions on accommodations that have been approved for students with disabilities or students identified as English Learners (EL) to use with specific tests)
 - Guidelines for test security
 - Guidelines for test material handling and storage procedures
 - Guidelines for proper testing environment
 - Procedures for documenting the accommodation(s) each eligible student will receive for each test
 - Procedures for the self-monitoring of test administrations to ensure the system and school-by-school plans for administering tests under secure conditions are implemented appropriately
 - Procedures for self-monitoring to ensure all documented, required accommodations were provided to students and to what extent the accommodations were used by the students during the test administrations
 - Policies and procedures for reviewing and processing test materials
 - Policies and procedures for repackaging, returning, storing, or recycling test materials
 - Policies and procedures for reporting testing irregularities
 - LEA testing calendar. Please include "Sample" documents completed by the LEA/school and used as documentation for the testing plan. Documents may be scanned if necessary.
- Electronic copy of the school testing plan* that includes, but is not limited to, the following:

- Alignment to the district testing plan and test administration schedules established by the NCDPI and the school system test coordinator
 - Plan for training test administrators and proctors for administering tests under secure conditions that includes accommodations training
 - Procedures for documenting the accommodation(s) each eligible student will receive for each test
 - Guidelines for test security
 - Guidelines for proper testing environment
 - Guidelines for handling test material and storage procedures
 - Procedures for self-monitoring test administrations to ensure the school system and school-by-school plans for administering tests under secure conditions are implemented appropriately
 - Procedures for self-monitoring to ensure all documented required accommodations were actually provided to students and to what extent the accommodations were used by the students during the test administrations
 - Policies and procedures for reviewing and processing test materials
 - Policies and procedures for returning all test materials to the school system test coordinator
 - Policies and procedures for reporting testing irregularities
- * Please include "Sample" documents completed by the LEA/school and used as documentation for the testing plan. Documents may be scanned if necessary.
- Daily schedule(s) of test administrations with and without accommodations. Must identify the test name and grade level or course, the test administrator's name, the scheduled proctor's name, the testing room assignment, each student's name with any required testing accommodations, and the type of plan under which each eligible student is required to receive testing accommodations
 - School-day schedule for days of testing (e.g., time teachers arrive, time students arrive, time to begin testing, bell schedule)
 - Directions to school and parking instructions
 - Staff names and contact information for those who will serve as points of contact (e.g., principal, school test coordinator)

Documentation Required on the Day of On-Site Monitoring Previsit

School systems are required to provide the following information to the NCDPI monitoring team on the day of the on-site monitoring previsit, which will take place the afternoon before the monitoring visit.

- Paper copy of the LEA testing plan (see above)
- Paper copy of the school testing plan (see above)
 - Documentation for the secure handling and storage of test materials (e.g., materials check-in from LEA, school storage, secure materials checkout and check-in procedures for test administrators)
 - Test administration training attendance records
 - Self-monitoring records that ensure all documented accommodations will be provided to students (e.g., accommodation information to be coded on student answer sheets, optional forms from the *Testing Students with Disabilities*)

publication, *Review of Accommodations Used During Testing* forms, student participation rosters for specific accommodations, etc.)

- IEP/Section 504/EL/transitory impairment documentation for students in test administrations selected for observation (The LEA test coordinator will be informed of the test administrations selected for observation before the on-site monitoring previsit.)
- Copies of *Review of Accommodations Used During Testing* forms for students in testing sessions that will be observed during the monitoring visit with student information and required accommodations information filled in (The rest of the information is to be completed by the test administrator during/following testing.)

Procedures for Day of On-Site Monitoring Previsit

School systems should expect the following procedures to be followed by the NCDPI monitoring team on the day of the on-site monitoring previsit, which will take place the afternoon before the monitoring visit:

- Two NCDPI monitoring team members will arrive at the school at a specified time on the afternoon before the monitoring visit.
- Monitors will review corresponding student IEP, Section 504, EL, and/or transitory impairment documentation and *Review of Accommodations Used During Testing* forms for those students to be observed during testing.
- Monitors will conduct interviews with the school test coordinator and/or school principal if time and scheduling permit.

Procedures for Day of On-Site Monitoring Visit

School systems should expect the following procedures to be followed by the NCDPI monitoring team on the day of the on-site monitoring visit:

- The NCDPI monitoring team will arrive at the school forty-five (45) minutes before the scheduled start time for testing.
- Monitors will observe the secure storage facility, document who has access to the facility, and record the process of how test materials are checked out and returned to the facility.
- Each team member will observe a different testing session that requires accommodations.
- When the test administrations are completed, the monitoring team will review corresponding student IEP, Section 504, EL, and/or transitory impairment documentation for those students who were observed during testing.
- Monitors will conduct interviews with the school principal, school test coordinator, test administrator(s), proctor(s), and teacher(s) to gather information about processes and procedures employed before, during, and following test administrations.

Results and observations from the on-site monitoring visit will not be shared with school system or school building staff before leaving the site. Written results from the on-site monitoring visits will be sent to the LEA superintendent within ninety (90) calendar days of the visit.

NCEXTEND1 Auditing/Monitoring Plan



The following is a brief overview of each phase of the NCDPI's *NCEXTEND1* Alternate Assessment auditing/monitoring process.

Previsit Responsibilities

- Attend an *NCEXTEND1* Audit Monitoring Training session.
- Obtain audit information and materials from Test Development staff before the visit to include:
 - school name, student name and grade,
 - date and location of the test administration,
 - directions to the school,
 - copy of appropriate student test booklets and manipulative materials to ensure that scripts/student directions are being followed during administration, and
 - protocol sheets for the collection of data/information related to the test administration.
- Review all materials in the packet prior to the observation.

Day of the Administration Responsibilities

Materials to Bring:

- Official identification (NCDPI and/or NC State University/TOPS)
- Directions to school site, including LEA contact person and phone contact for the day
- Protocol sheets (Audit Data Collection Forms: Assessment History and Student Response)
- Assessment materials (*NCEXTEND1* student test booklets, *NCEXTEND1* administrative guide)
- Feedback forms for test administrators
- Notepads for taking notes, if necessary
- Copies of appropriate Assessment Guide for each observer
- Copies of *NCEXTEND1* materials, as appropriate

Arrival at Site

- Arrive at the site at least 45 minutes before the scheduled test administration time.
- Introduce yourself to school personnel (principal, testing coordinator, test administrator).
- Introduce yourself to student as appropriate (follow the procedure the school recommends).
- Turn OFF all cell phones, even if they are on vibrate; some students with disabilities have sensitivities to all types of sounds/motions and will be distracted even by vibrations.

During Observation

- Observe testing session and complete audit data forms for student response during session.
- Provide any necessary immediate feedback regarding testing irregularities or other issues to school/LEA testing contact on-site.

After Observation

- Confer with test administrator, if necessary, to obtain information regarding assistive technology and/or other devices or accommodations/modifications used for test administration.

- In student's IEP folder, sign and date the review record; the purpose of the review should be listed as auditing/monitoring.
- Collect the student's IEP copy and test record copy from the school/LEA testing coordinator to use to complete audit data forms.
- Review the student's IEP and test record and complete an audit data form for assessment history and IEP questionnaire.
- Review observation checklists, protocols sheets, and notes for completeness. Information collected will be used to provide written recommendations and feedback for school/LEA personnel.
- Return all materials including notes, protocol sheets, student test booklets, manipulative kit pages, and test administrator guides to the NCDPI Test Development **within 3 days of visit.**

Student/ID: _____ Auditor: _____

NCEXTEND1 Audit Training Materials: Observation Checklist

<p>1. <i>NCEXTEND 1</i> administration session: <i>(Note grade and content area)</i></p> <ul style="list-style-type: none">a. Gradeb. Content area (Check one)<ul style="list-style-type: none"><input type="checkbox"/> Reading<input type="checkbox"/> Mathematics<input type="checkbox"/> Science
<p>2. Proctor Present?</p> <ul style="list-style-type: none"><input type="checkbox"/> Yes<input type="checkbox"/> No
<p>3. What is student's mode of response? (How does the student indicate their answer choice?)</p>
<p>4. Did the assessor follow directions/scripts in the student test booklet?</p> <ul style="list-style-type: none"><input type="checkbox"/> Yes<input type="checkbox"/> No <p>If no, please explain and note particular issue on student response observation sheet.</p>
<p>5. Were any testing irregularities observed?</p> <ul style="list-style-type: none"><input type="checkbox"/> Yes<input type="checkbox"/> No <p>If yes, please explain.</p>

<p>6. Check any of the following accommodations/modifications that were used during this test administration. Please document unlisted accommodations/modifications in the not listed box at the bottom of the table.</p> <p><i>Some information may require consultation with the test administrator after the test administration is completed (e.g., type/model of devices/technologies used).</i></p>	
Accommodations	Observed during Test Administration
Assistive Technology Devices	
Keyboarding Devices	
Responds with use of an Augmentative Communication Device, Picture Board, etc.	
Large Print Materials	
Braille Edition	
Adaptations to NCDPI-provided manipulatives	
Magnification Devices	
Interpreter/Transliterators/Signs/Cues Test	
Multiple Testing Sessions	
<p>Please record below any other special accommodations not listed among the NCDPI-approved accommodations list. (Also include any specific information regarding type/model of assistive technology devices used during the test administration.)</p>	
<p>7. Record any other general concerns/comments that you would like to note.</p>	

NCEXTEND1 Audit Data Collection Form

Student Response

Grade (Circle One): 3 4 5 6 7 8 10

Subject (Circle One): ELA Mathematics Science

Student Name or ID: _____

Auditor Name: _____

Assessor Name: _____

Proctor Name: _____

Observation Date: _____

Start Time: _____ **End Time:** _____ **Elapsed:** _____

Please circle the card selected by the student as the answer choice for Trial 1 and Trial 2. If Trial 2 is not used, leave blank.

Item 1	Card A	Card B	Card C	No Response
	Card A	Card B	Card C	No Response
Item 2	Card A	Card B	Card C	No Response
	Card A	Card B	Card C	No Response
Item 3	Card A	Card B	Card C	No Response
	Card A	Card B	Card C	No Response
Item 4	Card A	Card B	Card C	No Response
	Card A	Card B	Card C	No Response
Item 5	Card A	Card B	Card C	No Response
	Card A	Card B	Card C	No Response
Item 6	Card A	Card B	Card C	No Response
	Card A	Card B	Card C	No Response
Item 7	Card A	Card B	Card C	No Response
	Card A	Card B	Card C	No Response
Item 8	Card A	Card B	Card C	No Response
	Card A	Card B	Card C	No Response
Item 9	Card A	Card B	Card C	No Response
	Card A	Card B	Card C	No Response
Item 10	Card A	Card B	Card C	No Response
	Card A	Card B	Card C	No Response

Item 11	Card A	Card B	Card C	No Response
	Card A	Card B	Card C	No Response
Item 12	Card A	Card B	Card C	No Response
	Card A	Card B	Card C	No Response
Item 13	Card A	Card B	Card C	No Response
	Card A	Card B	Card C	No Response
Item 14	Card A	Card B	Card C	No Response
	Card A	Card B	Card C	No Response
Item 15	Card A	Card B	Card C	No Response
	Card A	Card B	Card C	No Response

Please record any comments/concerns/questions regarding specific items below:

For Internal NCDPI Test Development Use Only:

Correct Responses Trial 1 = _____ x 2 = _____

Correct Responses Trial 2 (after incorrect or NR) = _____

Total Raw Score Points = _____

Review the student's test record from the cumulative folder and record the assessment history here. If a student has repeated a grade, please note this information in the space below the table.

NCEXTENDI Audit Data Collection Form									
<i>Assessment History</i>									
Grade (circle one): 3 4 5 6 7 8 10									
Student Name or ID: _____					School Name: _____				
Assessor Name: _____					Proctor Name: _____				
Auditor Name: _____					Observation Date: _____				
Complete the table below with the student's assessment history up to the grade in which the student is presently assigned. One assessment with the earned achievement level should be marked for each grade.									
Participation (Mark only one assessment per grade)									
Grade	Standard Administration with/without Accommodations	NCCLAS	NCAAAI	NCAAAI Assessed Grade Level	NCEXTEND2	NCEXTEND1	Achievement Level	Score Not Available	Exempt
3									
4									
5									
6									
7									
8									
10									

Individualized Education Program (IEP) Questionnaire

Please complete while reviewing the IEP for the student observed during the *NCEXTENDI* audit.

1. Is the student's IEP current? (Review dates at top of IEP DEC 4 [page 1 of 10].)
 Yes
 No
2. What are the student's primary and secondary areas of eligibility? (Review top of IEP DEC4 [page 1 of 10].)

Primary:

Secondary:
3. After reviewing the annual academic goals, does it appear that the student's annual goals reflect the standards and objectives of the North Carolina Extended Content Standards? (Review IEP DEC4 [page 3 of 10].)
 Yes
 No
4. If the answer to question 3 is "no," please explain.
 The student's academic goals appear to reflect the standards and objectives of the North Carolina Standard Course of Study (general).
 The student does not appear to have academic goals listed in the IEP.
 Other (explain below)
5. Are there supplemental aids/services/modifications/accommodations/assistive technology listed for this student under general education program participation? (Review IEP DEC4 [page 5 of 10].)
 Yes
 No
6. Is the *NCEXTENDI* assessment box checked for participation on the testing table? (Review IEP DEC 4 [page 6 of 10].)
 Yes
 No
7. If "Student will participate in the *NCEXTENDI* with accommodations" box is checked, refer to DEC 4 (page 6a of 10) and record the documented testing accommodations below.
8. Is there a statement justifying why the student is being assessed using the *NCEXTENDI* assessment? (Review IEP DEC 4 [page 7 of 10, section IV].)
 Yes
 No

Record statement:

Monitoring Plan for the Verification of Cohort Graduation Rates

Federal regulations (34 CFR 200.19[b]) require the NCDPI to verify that LEAs and charter high schools maintain appropriate written documentation that shows adjustments to the regulatory adjusted cohort and the resulting adjustments to graduation rates are appropriate. The process for calculating the graduation rate was established by the U.S. Department of Education to provide parents, educators, and community members with a more accurate standardized calculation. The process allows for meaningful comparisons across states and school districts and helps ensure that the graduation rate is accurate and consistently calculated.

LEAs and charter schools are required to maintain evidence/documentation for each withdrawal of a student from the calculation of the cohort graduation rates that includes, but is not limited to, certifications of death, transfers to private schools, transfers to homeschools, certifications of the student(s) leaving the state or country, and certifications of the student(s) being in a detention center. The LEA or school accountability director/test coordinator and the respective superintendent are required to verify the evidence/documentation and provide a copy of the signed and dated End-of-Year Data Collection Sign Off, which is provided to the Department's Division of Accountability Services.

The North Carolina Testing Program produces the *Cohort Graduation Rate Audit Process*, which contains procedures for computing and auditing the cohort graduation rate (CGR) at the school, LEA, and state level.

Targeted Monitoring Plan and Assistance

Teams of state-level and regional staff members conduct on-site monitoring of local school districts/schools and request written evidence/documentation to verify the withdrawals of students reported in the cohort graduation rate. Withdrawal codes include:

- Code 3—relocated outside the state of North Carolina or out of the country
- Code 6—death
- Code A—transferred to a private school or facility within the state (includes NC School of Math and Science and NC School of the Arts) or legitimate private online/correspondence school
- Code B—Transferred to homeschool within the state
- Code E—documented transfer within district not indicated by NCDPI enrollment data
- Code G—documented transfer within state not indicated by NCDPI enrollment data (includes facilities such as the Youth Development and Detention Centers under the Department of Juvenile Justice and Delinquency Prevention or Division of Prisons facilities)

A three-part strategy for desk monitoring or in-person monitoring includes:

1. The NCDPI does a state distribution of withdrawal codes and looks for schools that vary from the state average.
2. The NCDPI does a trend analyses and looks for unexpected trends in withdrawals used by schools.
3. The NCDPI reviews nominations from the regional accountability coordinators (RACs) of trouble areas to monitor.

For CGR Monitoring Reviews, the NCDPI identifies a pool of schools based on the following criteria:

- the school must be currently open,
- the school must have a CGR rate in the latest year with graduates, and
- the school must have a minimum of 5 students (or 10 percent of students in initial cohort) requiring documentation to remove a student from the denominator.

The NCDPI randomly selects up to 10 percent from the pool to audit and enforces an even distribution among the state's accountability regions. The random selection counts charters as part of the regions and rounds to the nearest whole for school counts.

The state plan consists of three phases:

1. Desk Monitoring: The on-going process of desk monitoring allows the state and regional accountability offices to do end-of-year review by requesting written documentation from selected districts.
2. On-Site Monitoring: Monitoring teams consist of the RAC staff and NCDPI staff. Each consultant completes a *Cohort Graduation Data Monitoring Verification Form* to review students for whom the NCDPI requests documentation and records any discrepancies found.

Team members request a copy of the evidence/written documentation to support the removal of a student from the graduation rate calculation. The request for evidence/written documentation is presented to whichever staff are designated access to students' records. Results and observations from the on-site monitoring visit are not be shared with school system or school building staff before leaving the site.

Team members follow appropriate procedures to ensure confidentiality when conducting the CGR monitoring visit and the data analysis.

3. State Response and Targeted Assistance:
Following the on-site monitoring visit, consultants reconvene at a designated date and time at the NCDPI to discuss whether appropriate evidence/written documentation supported the removal of the student from the graduation rate calculations. The team summarizes the monitoring activities, findings, recommendations, and a follow-up letter is e-mailed and mailed to the superintendent within sixty (60) days of the site visit date. The letter provides additional information regarding a follow-up visit, requirements for the submission of additional documentation for review if necessary, and timelines.

The NCDPI provides 1) continued information distribution, 2) continued training with an emphasis on maintaining evidence/documentation for each withdrawal, 3) increased targeted on-site monitoring, 4) continued collaboration among state-level staff and regional accountability offices, and 5) information dissemination about the state monitoring plan to local school districts. This plan may be modified in future years depending on program needs.

Types of Evidence/Documentation

- Certifications of Death
- Transfer for Record Form – For Private School, Home School

- Certifications of student leaving the state or country
- Detention Center Certification

See the following document *2016–17 Cohort Graduation Withdrawal Code Guidance* for additional information on withdrawal codes and the evidence/documentation that can be used for each withdrawal of a student from the calculation of the cohort graduation rates.

2016–17 Cohort Graduation Withdrawal Code Guidance

Withdrawal Code	Description	Cohort Action	Examples of Adequate Supporting Documentation
0	Has not left this school	Included in cohort (school, LEA, State)	School enrollment in PowerSchool and captured in an official data collection
1	Transferred to another school in the same system	Included in cohort (LEA, State)	Receiving school enrollment must be entered in PowerSchool and captured in an official data collection.
2	Transferred to another system	Included in cohort (State)	Receiving school enrollment must be entered in PowerSchool and captured in an official data collection.
3	Relocated outside the State of North Carolina or Out of Country*	Excluded from cohort only if adequate documentation is provided	Provide one of the following documents: <ul style="list-style-type: none"> • Official Request for Student Record from receiving out-of-state public or private school • Written acknowledgement on official letterhead, e-mail, or enrollment letter from an administrator at the out-of-state receiving school confirming enrollment • Transfer record form or screen shot from receiving out-of-state school with signature • If a student has moved out of the country, written confirmation from the parent or a school administrator’s documented conversation with the parent • Written document from the Immigration & Naturalization Services that the student was deported (if applicable)
4	Dropped out	Included in cohort (school, LEA, State); counted as dropout	Not applicable
5	Temporarily withdrawn because of suspension or school-approved illness (does not exempt the student)	Included in cohort (school, LEA, State)	Written acknowledgement on official letterhead from an administrator at the school confirming suspension or school approved illness
6	Death	Excluded from cohort only if adequate documentation is provided	An obituary, death certificate, newspaper article, or funeral program
7	Other situation that does not exempt the student from the cohort	Included in cohort (school, LEA, State)	Not applicable
8	Visiting student (should not have been in the cohort)	Excluded from cohort only if adequate documentation is provided	Provide one of the following documents: <ul style="list-style-type: none"> • Written acknowledgement on official letterhead from an administrator at the school confirming status of visiting student • For foreign exchange students, a copy of the official exchange program paperwork reflecting the year of participation on exchange agency letterhead

2016–17 Cohort Graduation Withdrawal Code Guidance

9	Graduated (is listed on the official list of graduates)	Included in cohort (school, LEA, State)	Not applicable: Graduation status (diploma or certificate) is entered in Graduation Data Verification Report (GDVR) in PowerSchool and captured in an official data collection.
A	Transferred to a private school or facility within the state (includes NC School of Math and Science and NC School of the Arts) or legitimate private online/correspondence school	Excluded from cohort only if adequate documentation is provided	<p>Provide one of the following documents:</p> <ul style="list-style-type: none"> • Official Request for Student Records from receiving private school • Notice of Intent to Operate a Private School Form located at https://ncdoa.s3.amazonaws.com/s3fs-public/ConventionalSchoolForm.pdf • Written acknowledgement on official letterhead from private online/correspondence school not physically located in North Carolina <p>Must be accredited by one of the following agencies:</p> <ol style="list-style-type: none"> 1. New England Association of Schools and Colleges (NEASC) 2. Middle States Association of Colleges and Schools (MSA) 3. North Central Association of Colleges and Schools (NCA) 4. Southern Association of Colleges and Schools (SACS) 5. Western Association of Schools and Colleges (WASC) 6. Northwest Association of Accredited Schools (NAAS)
B	Transferred to homeschool within the state	Excluded from cohort only if adequate documentation is provided	<p>Provide one of the following documents:</p> <ul style="list-style-type: none"> • Notice of Intent to Operate a Home School located at http://www.doe.nc.gov/dnpe/HOpenSchool.aspx. • E-mail or letter signed by parent or the <u>Official Intent to Home School form</u> signed by the parent or guardian (including homeschool code)
C	Transferred to a community college within the state	Included in cohort (school, LEA, State)	Dropout code entered in PowerSchool unless student officially leaves the high school to attend an approved Community College Adult High School Program (CCHS) pursuant to State Board of Education (SBE) Policies GCS-Q-000 and GCS-C-039
D	Certificate recipient	Included in cohort (school, LEA, State)	Graduation status (certificate) entered in Graduation Data Verification Report (GDV) in PowerSchool
E	Documented transfer within district not indicated by DPI enrollment data	Excluded from cohort only if adequate documentation is provided	<p>Provide one of the following documents:</p> <ul style="list-style-type: none"> • Official Request for Student Record from receiving public or private school/facility • Written acknowledgement on official letterhead, e-mail or enrollment letter from an administrator at the receiving school/facility confirming enrollment • Transfer record form or screen shot from receiving school/facility with signature

2016–17 Cohort Graduation Withdrawal Code Guidance

G	Documented transfer within state not indicated by DPI enrollment data (includes facilities such as the Youth Development and Detention Centers under the Department of Juvenile Justice & Delinquency Prevention or Division of Prisons facility)	Excluded from cohort only if adequate documentation is provided	<p>Provide one of the following documents:</p> <ul style="list-style-type: none"> • Official Request for Student Record from receiving public or private school/facility • Written acknowledgement on official letterhead, e-mail or enrollment letter from an administrator at the receiving school/facility confirming enrollment • Transfer record form or screen shot from receiving school/facility with signature • Written copy of the court order or judgment decision on file with the district
?	Has left the school but the reason has not yet been determined	Included in cohort (school, LEA, State)	If no exemption code is provided for the question mark, it will default to counting against the school, LEA, and State rate.

Note: Unacceptable documentation includes but is not limited to yearbook pictures, commencement programs, Facebook page postings, PowerSchool screen shots or in-house communications/forms such as e-mail from, sending school’s counselor.

F. Scoring and Reporting

Requirement to Report Student Scores



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

Required Verification of Graduation Rates



Annually, the SBE reports the four-year and five-year cohort graduation rates for schools, districts, and the state to provide parents, educators, and community members with the percent of students who graduate within four years and within five years of entering high school. The initial cohort, students entering ninth grade, is amended as students either enroll in a new school, district, or state, or withdraw from a school, district, or state.

LEAs and charter schools are required to maintain evidence/documentation for each withdrawal of a student from the calculation of the cohort graduation rates that includes, but is not limited to, certifications of death, transfers to private schools, transfers to homeschools, certifications of students leaving the state or country, and certifications of students assigned to a detention center. The LEA or school accountability director/test coordinator and the respective superintendent are required to verify the evidence/documentation and to provide a copy of the signed and dated End-of-Year Data Collection Sign Off to the NCDPI's Division of Accountability Services.

To assist LEAs/charter high schools with improving documentation processes for the cohort graduation rate, the NCDPI recommends LEAs/charter high schools

- utilize the appropriate removal codes to verify the withdrawal of students from the cohort,
- develop a written plan for withdrawal procedures for all students transferring out of the cohort,
- implement a process to ensure receipt and proper filing of an enrollment verification/request for records for all students transferring out of the cohort, and
- train local school and/or district staff on the acceptable documentation to collect for all students transferring out of the cohort.

In accordance with federal regulations ([34 CFR 200.19\[b\]](#)), the NCDPI is required to verify that LEAs and charter high schools maintain appropriate written documentation of the adjustments to the regulatory-adjusted cohort and that the resulting adjustments to graduation rates are correct.

To do so, state-level and regional staff members conduct on-site monitoring of written evidence/documentation to verify the withdrawals of students from the cohort. See the *Monitoring Plan for the Verification of Cohort Graduation Rates* in Section E of this guide for more information on the monitoring process, the use of withdrawal codes, and the evidence/documentation that can be used for each withdrawal of a student from the calculation of the cohort graduation rates.

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



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

Confidentiality of Student Scores



Any written material containing personally identifiable information from the student's educational records (i.e., identifiable scores of individual students on tests) shall not be disseminated or otherwise made available to the public by any member of the 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.

Confidentiality of Student Scores When Publicizing Test Results



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

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

As mentioned in the preceding subsection, the *North Carolina Testing Code of Ethics* states, “Educators shall maintain the confidentiality of individual students. Publicizing test scores or any written material containing personally identifiable information from the student's educational records shall not be disseminated or otherwise made available to the public by any member of the State Board of Education, any employee of the State Board of Education, the State Superintendent of Public Instruction, any employee of the North Carolina Department of

Public Instruction, any member of a local board of education, any employee of a local board of education, or any other person, except as permitted under the provisions of the Family Education Rights and Privacy Act of 1974, 20 U.S.C. § 1232g . . . In the event of a violation of this Rule, the State Board of Education may, in accordance with the contested case provisions of Chapter 150B of the General Statutes, impose any one or more of the following sanctions:

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

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

Students Receiving Services at a Visited School



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

Scanning, Scoring, and Reporting



Paper-and-Pencil Assessments:

Multiple-Choice Assessments—Paper-and-Pencil

The school system test coordinator establishes the schedule for scanning and scoring North Carolina multiple-choice tests at the LEA level. The LEA test coordinator (1) scans the answer documents, (2) provides the results (reports) from the test administrations soon after scanning/scoring is completed, and (3) stores all used answer sheets in a secure, locked facility for six months following the return of test scores. After six months, the used answer sheets are recycled or destroyed in a secure manner in accordance with NCDPI procedures.

Note: The RAC has the responsibility of scanning and scoring multiple-choice answer sheets for charter schools.

Constructed Response (CR) Assessments—Paper-and-Pencil

For LEAs/charter schools administering paper-and-pencil tests with constructed response (CR) items, the completed answer sheets must be shipped by the LEA/charter school test coordinator to the vendor each test day. The vendors will score all items (i.e., multiple-choice and CR). The scoring process will begin the morning after the test record is received by the vendor. Scored paper-and-pencil test records will be returned electronically to the NCDPI within seven (7) business days of starting the scoring

process. Therefore, test coordinators should allow approximately eight (8) business days to receive scored paper-and-pencil records.

Situations That Will Delay Scoring

The following situations will delay the scoring of individual student NCFE and CCRAA paper-and-pencil answer sheets:

- Answer sheets are not precoded. Handwritten or manually marked answer sheets cannot be scored. A QR code specific to each student must be precoded on the answer sheet in order for it to be scored.
- The form number is not coded on the answer sheet.
- Photocopied answer sheets are used by students instead of the original answer sheets shipped from TOPS.
- Correction fluid or tape is used on the answer sheets.
- Boxes are not packed according to the return instructions.
- Incorrect shipping labels are used.
- The *Fax Return Verification Form* is not faxed or faxed with incomplete/inaccurate information.
- The *School Shipping List* is not included or is included with incomplete or inaccurate information.
- Boxes are not packed appropriately, resulting in damaged materials (add filler to boxes that are not full to resist crushing).

The following situations will delay the scoring of individual student English II EOC answer sheets:

- Precoding marks are not aligned to the bubbles.
- The form number is not coded on the answer sheet.
- Photocopied answer sheets are used by students instead of the original answer sheets shipped from TOPS.
- Correction fluid or tape is used on the answer sheets
- Boxes are not packed according to the return instructions.
- Incorrect shipping labels are used.
- Transmittal forms are not completed accurately.
- NC General Purpose Header Sheets are not included in each box. Header sheets must be included for general and makeup administrations. Misaligned precoding marks or incomplete coding on header sheets will also delay scoring.
- Boxes are not packed appropriately, resulting in damaged materials (add filler to boxes that are not full to resist crushing).

Student answer sheets received for scoring with any of these issues will be placed in the back of the scoring queue for investigation and will not be scored until the issues are resolved.

Online Assessments

Online assessments without CR items are scored during an overnight process and sent to the secure shell (SSH) by 6:30 a.m. the day after the assessment is completed. School system test coordinators will then be able to generate school rosters, class rosters, and individual reports.

For online assessments with CR items, vendors will begin scoring the morning after the test record is received and will return the scored online test electronically to the NCDPI within 72 hours (3 business days) of starting the scoring process. Therefore, test coordinators should allow approximately five (5) business days to receive scored online test records.

As a reminder, a school may receive scored test records across multiple days for a group of students that tested on the same day. Student responses are scored in the order they are received by the vendor.

Invalid Test Scores



In the event that procedures specified in the assessment guides or in state accommodations publications (or in subsequent updates to these documents) are not followed during the actual test administration, the NCDPI Division of Accountability Services/North Carolina Testing Program may declare the test scores invalid. If test scores are invalid, the results must not be included in a student's permanent record or be used for accountability purposes. In addition, invalid test scores will not be used in the READY Accountability Model.

The North Carolina SAT Reports—The North Carolina SAT Reports include data for the nation, the state, the public school systems, charter schools, North Carolina School of the Arts, and North Carolina School of Science and Mathematics.



The SAT and AP Reports are available at <http://www.ncpublicschools.org/accountability/reporting/sat/>. Results from the statewide administrations of the ACT and ACT WorkKeys are available at

<http://www.ncpublicschools.org/accountability/act/>.

G. Test Administration Information

North Carolina Standardized Testing and Opting Out



To date, North Carolina does not allow any student to opt out of required testing unless there are extenuating circumstances, primarily related to serious health conditions. The policy of the SBE ([GCS-C-021](#)) is that all students in the state participate in the testing program.

Section [1111\(b\)\(3\)](#) of the Every Student Succeeds Act (ESSA) requires each state educational agency to implement in each LEA in the state a set of high-quality academic assessments that includes, at a minimum, annual assessments in mathematics and reading/language arts administered in each of grades 3 through 8 and at least once during grades 10 through 12; and in science, at least once during grades 3 through 5, grades 6 through 9, and grades 10 through 12. Furthermore, ESSA sections [1111\(b\)\(3\)\(C\)\(i\)](#) and [\(ix\)\(I\)](#) require state assessments to “be the same academic assessments used to measure the achievement of *all* children” and “provide for the participation in such assessments of *all* students” (emphasis added). These federal requirements do not allow students to be excluded from statewide assessments. Rather, they set out the legal rule that all students in the tested grades must be assessed.

Because of state and federal requirements, all students in North Carolina (including students with disabilities and students identified as English Learners) are required to participate in the testing program. Parents who request that their students not be tested or refuse to allow their students to test must be informed of the state’s testing requirements and any possible academic outcomes for not permitting their students to test.

As in prior years, if eligible students are present in the classroom on test day, employees of the LEA/charter must administer tests to *all* students in membership who are “required or permitted to participate” ([GCS-A-001](#)). If students attend a test session but choose not to answer any test questions, they will be assigned the lowest possible score (Level 1). The computer will not recognize that the students intentionally opted out and will scan for right answers. *Schools do not have the option to remove a student’s test from scoring.* The student’s grade for the course and overall grade point average calculation may be negatively affected by receiving the lowest possible score.

A [sample letter](#) that LEAs/charters may use to address parents’ concerns regarding testing mandates is located in Section U of this *Handbook*.

Uniformity of Test Administration



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

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

Accommodations. Documentation on the current IEP, Section 504 Plan, EL plan/documentation, or transitory impairment documentation must exist in order for students with disabilities, students identified as ELs, or students with a transitory impairment to receive accommodations approved for use by the NCDPI Division of Accountability Services/North Carolina Testing Program. The test administrator must ensure the appropriate students receive the accommodations and must follow all appropriate procedures in the *Testing Students with Disabilities* publication and the *Guidelines for Testing Students Identified as English Learners* publication and any published supplements or updates for providing accommodations to these students. Failure to provide a student with a documented accommodation during a test administration may result in a misadministration. When a school does not provide a student with a required testing accommodation, (a) the parent/guardian must be notified immediately and (b) a Report of Testing Irregularity available through the OTISS is to be completed. (c) If the parent/guardian signs a statement waiving the right to have the student retested with the required accommodation, the test results from the administration without the accommodation will be used for state and local accountability purposes and student performance placement. This statement waiving the right to retest must be signed before the parent/guardian is informed of the test results. (d) If the parent/guardian signs a statement indicating that the student must be retested with the required accommodation, the superintendent/LEA test coordinator declares a misadministration, and the affected student is administered another secure form of the test with the required accommodation. This statement of consent to retest must be signed before the parent/guardian is informed of the test results.

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

During the test administration, the test administrator must monitor students who are receiving testing accommodations. Test administrators must have a Review of Accommodations Used

During Testing monitoring form for each student who is receiving a testing accommodation. The top of the form and Column 1 must be completed before testing. The remainder of the form must be completed during/after the test administration and returned to the school test coordinator to be kept in the students' IEP folders and/or Section 504/EL/transitory impairment documentation for at least one year to assist teams/committees during meetings in which accommodations decisions are made.

Distributing Materials. Directions for distributing test materials such as blank paper, graph paper, calculators, and pencils must be followed. Placing the test materials on students' desks before beginning the test administration is a violation of the procedures outlined in the assessment guides and the *Testing Code of Ethics*. In order to administer statewide tests to North Carolina students in a fair and equitable manner, only the testing materials specified in the assessment guide or part of an approved procedural accommodation are allowed during the test administration. Other materials (e.g., reference books, textbooks, thesauruses, bookmarks, multiplication tables, number lines, music, MP3 players, cameras, cell phones, personal learning devices, personal computers, smartpens, smartwatches, or other electronic devices) or procedures (e.g., taping reference tables, word lists, "Tips for Taking Tests," or mathematical formulas on students' desks) are not permitted during the administration of secure tests (for additional information see *Prohibited Items in the Testing Room*). Only approved supplemental materials may be used during the test administration.

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

Paper Clipping Test Books



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

Paper Clip before Students Begin Calculator Active—When students complete the calculator inactive part of the mathematics tests (i.e., EOG Mathematics grades 3–8 and EOC NC Math 1), the test administrator must paper clip the students' test books so they cannot return to previously attempted questions. Students must be informed of this policy on days before the test administration.

Paper Clip for Lunch Breaks—In *rare* cases in which students must leave the testing area for lunch, the students' test books must be paper clipped. In this situation, the test administrator must alert the students when they have five minutes remaining before the lunch break. Students must be told that their test books will be paper clipped so they cannot return to previously attempted questions. Pages that contain reading selections students will need access to must not be paper clipped. Therefore, students must complete the reading selection they are working on and the selection's questions before going to lunch. During lunch, students must not be allowed to access any electronic devices (e.g., computers, cell phones) or to discuss with others specific test questions or information contained within the test. All test materials must remain secure. Test administrators must inform students of this policy before they paper clip test books and students

leave the testing area for lunch. For online administrations, students will have access to previously completed items when they return from lunch. Test administrators must monitor these students carefully to ensure they do not return to previous items. Note: If students (paper-and-pencil and online) will not have the opportunity to communicate with others or access any electronic devices (e.g., computers, cell phones) during lunch, the students may review and change responses after lunch in the portion of the test already completed before the lunch break.

Paper Clip for Students with Accommodations—The students' test books must be paper clipped in cases in which the students have accommodations (i.e., *Multiple Testing Sessions*, *Scheduled Extended Time*) documented on their current IEPs or Section 504 Plans/EL/transitory impairment documentation that require an extended break or require taking the test on a subsequent day. (Test administrators must refer to the most recent *Testing Students with Disabilities* publication for specific procedures for providing these accommodations with extended breaks to students. This publication is available through the local school system or at www.ncpublicschools.org/accountability/policies/tswd.)

Transcribing Gridded-Response and Short Answer Test Items



Where appropriate documentation exists, the provision of the accommodations *Students Marks Answers in Test Book, One Test Item Per Page Edition, Large Print Edition, One Test Item Per Page Large Print Edition, Braille Edition, Braille Writer/Slate and Stylus, Dictation to a Scribe, and/or Assistive Technology Devices* is available to students with disabilities, including students only receiving services under Section 504. The need for the accommodation(s) must be documented in the students' current IEPs or Section 504 Plans and used routinely during the students' instructional programs and similar classroom assessments. For students who use these accommodations and record their responses in a manner other than the regular answer document, the test administrator or principal's designee must transcribe the students' responses to the appropriate answer sheet. The transcription of a student's answers to the answer sheet must be identical to what the student has recorded or dictated to a scribe. Test administrators must not change or alter student responses or ask students to change or alter their responses. The transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel). One individual is to transcribe the student's responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process. All three individuals must sign the front cover of the test book.

End-of-Course NC Math 1 and End-of-Grade Mathematics Grades 5–8

For transcriptions of gridded-response items for the NC Math 1 EOC assessment and the EOG mathematics assessments at grades 5–8:

- Write only one digit or symbol in each box. Spaces are permitted before or after the answer, but do not leave spaces within the answer. Darken the corresponding circle below each box on the answer sheet.
- Students are allowed to enter only the following digits or symbols into the answer box(es):
 - Grade 5–0: 1, 2, 3, 4, 5, 6, 7, 8, 9, ., /
 - Grades 6–8 and NC Math 1: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., /, -

Transcribe only the numbers or symbol(s) the student has written as his or her answer.

- For the gridded-response questions, if the student wrote a mixed number for his or her answer, it must be transcribed as written by the student (i.e., do not change the student's response to an improper fraction or a decimal).

Constructed Response (Short Answer) Questions

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

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

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

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

Maximum Testing Time Allowed



The NCDPI requires all students be allowed ample opportunity to complete required tests. However, no Beginning of Grade 3 (BOG3), EOG, or EOC standard test administration may exceed the maximum testing time (except for those involving students with documented special needs requiring accommodations, such as *Scheduled Extended Time*). The maximum testing time allowed does not include time for general instructions or breaks.

At the school level, provisions must be made for students who need time beyond that scheduled to complete the test (i.e., up to maximum time). Students who complete the test during the scheduled time must **not** be allowed to remain in the testing room with any students who require additional time. The school may either move students who have completed the test to another room or facility, **or** the school may move students who need additional time to another room or facility to complete the test. Students who are in different grade levels or in a different subject/course may be combined into one group for up to the maximum time. However, schools must ensure that students do not feel so uncomfortable with mixed-grade or subject/course grouping that it affects their test performance.

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

For best practices, the North Carolina Testing Program strongly recommends schools schedule assessments within the school day so that they **do not** interfere with lunch or bus schedules. All students, including students with the *Scheduled Extended Time* accommodation, must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.

In rare cases in which students must leave the testing area for lunch, the test administrator must alert the students when they have five minutes remaining before the lunch break.

- For paper-and-pencil administrations, students must be told that the test administrator will paper clip test books so students cannot go back to previously attempted questions. Pages that contain reading selections students will need must not be paper clipped. Therefore, students must complete the reading selection they are working on and the selection's questions before going to lunch. For additional information see *Paper Clipping Test Books*.
- For online administrations, students must click the PAUSE button before leaving the room for lunch. The online items must not be visible on computer monitors. For online administrations, students will have access to previously completed items when they return from their extended break. Test administrators must monitor these students carefully to ensure they do not return to previous items.

During lunch, students must not be allowed to discuss specific test questions or information contained within the tests. Test administrators must inform students of this policy before students leave the testing area.

Note: If students (paper-and-pencil and online) will not have the opportunity to communicate with others or access any electronic devices (e.g., computers, cell phones) during lunch, the students may review and change responses after lunch in the portion of the test already completed before the lunch break.

A student who needs more than the estimated time to complete the test should continue to be given timed breaks as designated in the assessment guide (e.g., a two-minute break every 60 minutes).

- For all breaks during paper-and-pencil administrations, the student's answer sheet, blank paper, and graph paper (if applicable) must be placed inside the test book and the test book closed.
- For all breaks during online administrations, items must not be visible on computer monitors. Students must click the PAUSE button at the beginning of the break.

The test administrator must neither allow students to talk during breaks nor discuss specific test questions or information contained within the tests. Five minutes before the maximum time allowed is over, the test administrator must alert students that they have five minutes remaining.

The ***NCEXTENDI*** alternate assessments are administered individually to each student. The time required by a student to complete an ***NCEXTENDI*** assessment will be unique to each student

depending on the student's ability to maintain focus as well as his or her medical condition and/or fatigue factor(s).

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

Students Who Complete the Assessment before the Scheduled 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

For Paper-and-Pencil Administrations Only

- verify with the student that he/she has completed the test, checked over his/her answer sheet, and is sure all answers are clearly marked and entered on the answer sheet for scoring;
- collect the student's answer sheet, test book, and all ancillary materials (e.g., calculators, used blank and used graph papers) (The test administrator must stack the student's test materials on the teacher's/test administrator's desk and must not open or review the student's answer sheet or test book. *The test administrator must not review test items or alter student responses; test booklets 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.)

Online Administrations Only

- verify that the student has clicked the End Test button to close the test; (Once students have clicked the End Test button, they will not be able to return to the test items. A STOP sign will appear on students' monitors after the End Test button has been clicked and the test has been closed.)
- collect all ancillary materials (e.g., calculators, used and unused papers, borrowed pencils, periodic tables); and

- ensure the student's reading material is a novel or other nontextbook, such as a magazine. (Textbooks, reference books, thesauruses, audio books, e-book readers, 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 assessment guide under the words *Read to Announce the End of the Testing Session*. Students must not be dismissed from the room unless authorized by the appropriate local official (e.g., principal). The test administrator must follow local procedures for returning students to the regular school schedule.

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



Misalignment during Testing

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

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

Procedures for test administrators to follow in the event that misalignment occurs during the administration of the test are to be discussed during training. 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 or is observed recording the answer in the wrong column(s) below the recorded answer in the grid box (mathematics only), the test administrator must use his/her best judgement 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 to 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 in the test book. After the test administration ends, the test administrator or other designated school personnel must guide the student, under secure conditions in a group setting (i.e., three or more designated school personnel), to correct the errors coded on the answer sheet as well as to transfer circled responses from the test book to the answer sheet. However, 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 another version of the test at a later date.

Student Emergencies and Restroom Breaks during Testing



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

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

- To the extent possible, only one student at a time is to be excused to the restroom.
- The student's test materials must be secured.
 - For paper-and-pencil tests, the answer sheet, blank paper, graph paper, etc. must be placed inside the test book as a place holder and the test book closed.
 - For online tests, the PAUSE button must be clicked to prevent the online test items from being visible on the computer monitor or tablet.
- The test administrator must note the time the student left the room to ensure the student has the allotted amount of time to complete the test upon return.
- If necessary, an appropriate member of the school staff may accompany the student to the restroom. Students must be accompanied if more than one is allowed to leave during the test at the same time.
- Upon return from the restroom for online tests, the student must click the CONTINUE button to resume work on the test.

English Learners and Testing Accommodations



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

- Testing accommodations must be documented in the students' current EL plans/documentation before testing to substantiate the provisions of these accommodations. Copies of the documentation must be kept at the school and made available to test coordinators.
- The same accommodations must be used routinely during classroom instruction and similar classroom assessments that measure the same construct.
- Test administrators conducting test administrations with accommodations must be trained by the school system test coordinator or designee in the provision of the specified accommodation(s) before the test administration.

For information regarding appropriate testing procedures, test administrators who provide accommodations for students identified as ELs must 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 <http://www.ncpublicschools.org/accountability/policies/slep/>.

Students with Disabilities and Testing Accommodations



On a case-by-case basis where appropriate documentation exists, students with disabilities, including students only receiving services under Section 504, may receive testing accommodations.

- Testing accommodations must be documented in the students' current IEPs or Section 504 Plans to substantiate the provision of these accommodations.
- The same accommodations must be used routinely during classroom instruction and similar classroom assessments that measure the same construct. If a student does not have at least thirty (30) school days preceding the test date to use the accommodation, then its use cannot be considered routine during instruction and similar classroom assessments.
- Before the test administrations, test administrators conducting them with accommodations must be trained by the school system test coordinator or designee in the provision of the specified accommodations.

The superintendent or superintendent's designee, usually the LEA test coordinator, is responsible for ensuring special print versions are properly ordered. For ordering purposes, requests for *Braille Editions*, *Large Print Editions*, *One Test Item Per Page Editions*, and *Large Print One Test Item Per Page Editions* must be entered into the LEA-approved accommodations management system (i.e., CECAS, PowerSchool, or an LEA-approved third-party application) according to the timeline established within the Testing Accommodations Collection Schedule. This schedule is available to LEA test coordinators through the TNN. Any information entered into the system beyond the dates specified in the collection schedule must also be submitted directly to the LEA test coordinator at least thirty (30) working days before the actual test administration date. Testing accommodations information must be accurately entered within the accommodations management systems in order to ensure adequate production, quality control,

and delivery time of the special print versions. Requests for special print versions other than those specified in the assessment guides must be submitted on an Accommodation Notification Request Form.

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

Students with Transitory Impairments and Section 504



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

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

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

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

Testing Accommodations Documentation



Testing accommodations must be documented in a student's current IEP, Section 504 Plan, EL plan/documentation, or transitory impairment documentation. When a student has more than one area of identification (e.g., a student with an IEP who is also identified as an EL), appropriate team members should complete a record of testing accommodations that addresses all of the student's needs. To do so, LEAs should use the following order of precedence for testing accommodations

documentation:

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

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

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

Review of Accommodations Used During Testing



For all state-mandated test administrations, students' use of accommodations must be documented in their current IEPs, Section 504 Plans, EL documentation, or transitory impairment documentation. On days before test administrations, the Review of Accommodations Used During Testing form must be used to record the required testing accommodations thus documented.

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

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

One form is to be completed per assessment per student. Completed forms should be kept in the students' IEP folders and/or Section 504/EL/transitory impairment documentation so they are accessible to IEP/504/EL teams for future reference when considering the students' needs for accommodation(s).



LEA Requirements for Destroying, Storing, or Returning Test Materials for the 2016–17 School Year

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

Securely Destroying Test Materials

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

Test Materials to Securely Destroy Immediately after the Testing Window Closes

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

Table 1: Test Materials Designated for Secure Destruction at the Completion of the Respective Testing Window
Beginning-of-Grade 3 (BOG3)
EOC NC Math 1, Biology, and English II (store unused test materials from fall for use in spring and summer 2017)
NC Final Exams (store unused test materials from fall for use in spring 2017)
College and Career Readiness Alternate Assessments (CCRAA) Grades 10 and 11
EOG English Language Arts/Reading and Mathematics Grades 3–8 (store unused test materials from spring for use in summer 2017 programs)
EOG Science Grades 5 and 8 (store unused test materials from spring 2017 for use in summer 2017 programs)
Grade 3 Retest EOG English Language Arts/Reading
Read to Achieve Test Grade 3 (store unused test materials from spring 2017 for use in summer and fall 2017)
<i>NCEXTENDI</i> used Manipulative Card Kits and used Selection Booklets (Selection Booklets for English Language Arts only)
<i>Large Print Edition</i> test books
<i>One Test Item Per Page Edition</i> test books
<i>Large Print One Test Item Per Page Edition</i> test books
<i>Braille Edition</i> test books
*Assessment Guides—destroy all guides after the testing window closes unless otherwise stated below: <ul style="list-style-type: none"> • Store EOC guides for use in spring and summer 2017. • Store NC Final Exams guides for use in spring 2017. • Store Read to Achieve guide for use in summer and fall 2017. • Store EOG guides for use in summer programs 2017. • Store CCRAA guides for use in spring 2017.

Test Materials to Be Stored Locally

Test materials designated in Table 2 are secure test materials to be stored by the LEA in a secure, locked facility with controlled access limited to one or two authorized school personnel only. After the required storage time has elapsed, the LEA must securely destroy these materials.

Table 2: Test Materials Designated to Be Stored by the LEA in a Secure, Locked Facility	
Test Material	Required Storage Time
2015–16 boxed Grade 3 Student Reading Portfolios	Store until the new 2016–17 boxed portfolio is received from TOPS.
EOC NC Math 1, Biology, and English II	Store unused test materials from fall for use in spring 2017; store unused test materials from spring for use in summer 2017.
EOG ELA/Reading, Math, and Science	Store unused test materials from spring 2017 for use in summer programs 2017.
EOG Science Grade 8 Periodic Tables	Store indefinitely. (Stock No.12427)
<i>NCEXTENDI</i> Used Assessor Booklets	Store six months after the return of students' test scores.
Read to Achieve Test Grade 3	Store unused test materials from spring for use in summer and fall 2017.
All used answer sheets for operational tests (including scoring sheets for W-APT)	Store six months after the return of students' test scores.
Answer sheets with misaligned answers (keep testing irregularities in a separate file)	Store for six months after the return of students' test scores.
NC General Purpose Header Sheets	Store indefinitely. (Stock No. 14049)
NC Final Exams	Store unused test materials from fall for use in spring 2017.
NC Final Exams Used <i>Multiple-Choice Only Answer Sheets</i>	Store for six months after the return of students' test scores.
NC Final Exams Formula Sheets and Reference tables	Store indefinitely Stock Nos. 14156, and 14154, and 14155.
Unused EOC, EOG, CCRAA, and NC Final Exam Graph Paper	Store indefinitely.
Original responses recorded in a test book, including special print version test books (i.e., <i>Large Print Edition, One Test Item Per Page Edition, Large Print One Test Item Per Page Edition, Braille Edition</i>)	Store for six months after the return of students' test scores.
Original Braille writer/slate and stylus responses	Store for six months after the return of students' test scores.
Original responses to a scribe	Store for six months after the return of students' test scores.
Original responses using a typewriter or word processor	Store for six months after the return of students' test scores.

W-APT test materials (reusable except for scoring sheets)	Store indefinitely (all forms).
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Test Materials to Return to Vendors

Test materials designated in Table 3 must be packaged and returned according to the instructions provided by the vendor.

Table 3: Test Materials to Be Packaged and Returned to Vendors
All ACCESS for ELLs [®] materials must be returned to the vendor.
All ACT, PreACT, and ACT WorkKeys test materials must be returned to the vendor.
All English II EOC answer sheets for scoring must be returned to the vendor.

Test Materials to Return to the NCDPI/TOPS Warehouse

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

Table 4: Test Materials Designated to Be Returned to the NCDPI/TOPS Warehouse at the Conclusion of the Testing Window
<i>NCEXTENDI</i> unused Assessor Booklets, unused Manipulative Card Kits, and unused Selection Booklets (intact teacher kits)

Table 5: Answer Sheets Designated to Be Returned to the NCDPI/TOPS Warehouse Immediately after Administration for Scoring
College and Career Readiness Alternate Assessment for Grade 11 answer sheets
NC Final Exam answer sheets <i>that include constructed response items</i>



Charter School Requirements for Destroying, Storing, or Returning Test Materials for the 2016–17 School Year

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

Before Ordering

Check to be sure the charter contact information is correct on the NC Education ordering page. The United Parcel Service (UPS) will send an e-mail notification to the e-mail address listed for the main test coordinator upon the shipping of an order. If the test coordinator does not receive the package on the day indicated in the notification, the test coordinator must contact TOPS. In North Carolina, all UPS is next-day delivery. The test coordinator must be aware of the delivery date for the school to ensure there is not a security risk and the delivery occurs in a secured area.

Shipping/Receiving

- Orders will be shipped not more than ten (10) days before the first test date.
- Inventory should be conducted immediately upon receipt of all test materials to insure that the packing list(s) match exactly what is included in the box of materials.

- Note quantities received in the column on the packing list.
- Fax the packing list verifying the accuracy of or any discrepancy in the quantity received to TOPS (919) 515-4622 the same day that the materials arrive in the building. See the example label below which will be on the bottom of the packing list.

Date _____	Checked in Correctly _____
Discrepancies Noted in Qty. Received Column _____	
Do Not Send _____	
Please Do Send _____	
Signature _____ of Test Coordinator	

If a discrepancy is involved, please indicate if you need additional materials or not.

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

Returning Materials

- **ALL** test materials are to be returned to TOPS two (2) business days after the regular administration. This includes all unused test books, unused answer sheets, used and unused administration guides, used scrap paper, used graph paper, used periodic tables and reference tables, and any used approved supplemental materials.
- Student mark-in books must have the labels on the front of the books completed.
- Separate mark-in books and place them on top of the other materials with a cover sheet identifying them as mark-in books.
- Pack boxes according to the quantities on the packing lists.
- Any school not returning all materials must file a report in the OTISS and will be subject to report to the charter school office.

Record Tracking Information

- Record information clearly on the UPS ARS label.
- Maintain a record of
 - UPS tracking numbers,
 - number of boxes in the shipment,
 - packing lists involved, and
 - date shipped.

H. Online Testing

Online Test Format



Online assessments are presented through a secure platform (e.g., NCTest Chrome App, NC Test Secure Browser or NCTest iPad App with required security measures). All test items are formatted specifically for online presentation and presented on the screen one test item at a time. Online assessments provide a toolbar at the top of the screen that includes the following options: Reset, Flag, Strike, Highlight, Unhighlight, Clear Highlight, and Help.

Navigation buttons (i.e., First, Back, Pause, Next, and Review) are located at the bottom of the screen. Scroll bars appear on test items as needed, based on the length of the test item or font size.

Online assessments are available to all students in regular or large font and in alternate background colors; however, the NCDPI recommends these options be considered only for students who routinely use similar tools (e.g., color acetate overlays, colored background paper, and large print text) in the classroom. It is recommended that students be given the opportunity to view the large font and/or alternate background color versions of the online tutorial and released forms of the assessment (with the device to be used on test day) to determine which mode of administration is appropriate. Students with the documented accommodation *Computer Reads Test Aloud—Student Controlled* have access to audio files of item content for all online assessments except those that measure reading comprehension (e.g., EOC English II, EOG ELA/Reading 6–8).

Internet Security, Security of Test Materials, and Online Content



Online assessments contain secure test data, copyrighted content, and confidential student records. Therefore, test administrators, proctors, technology staff, and students must follow rules and procedures that ensure online content is not made available to anyone for any other purpose than to conduct the assessments. Users must not access the assessment and then leave the computer or tablet

unsupervised. Locally stored off-line content (e.g., cookies, cache) must be cleared or secured after accessing the test so malicious applications or users cannot gain access to secure test materials.

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

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

Testing Schedule for Online Assessments



Online assessments have the following scheduling options:

- Online assessments may be administered as early in the school day as the school schedule permits; however, afternoon administrations are also permissible.
- For best practices, the North Carolina Testing Program strongly recommends schools schedule each online assessment within the school day for the maximum time allowed without interfering with lunch or bus schedules. All students, including students with the *Scheduled Extended Time* accommodation, must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.
- Schools may elect to administer two assessments in one day. However, caution must be taken when scheduling such testing to ensure that students are allowed to eat lunch during the school day and to travel home at their regularly scheduled time.
- For grades 6, 7, and 8 only, the EOG English language arts/reading and mathematics assessments must be administered in one format (i.e., online **or** paper-and-pencil). For example, if the student is administered the mathematics assessment online, the English language arts/reading assessment must also be administered online.
- The administration of the online EOG English language arts/reading and mathematics assessments does not have to occur on consecutive school days.
- Students in different grade levels/courses can be grouped together for testing only if the directions are the same, the test administration time is the same, the test materials are the same, and the test is not being read aloud. Test coordinators must ensure students do not feel so uncomfortable with mixed-grade/course grouping that test performances are affected.
- Students receiving the *Computer Reads Test Aloud—Student Controlled* accommodation must also receive the *Testing in a Separate Room* accommodation (one-on-one) unless using headphones.

Technical Specifications for NCTest



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

necessary version requirements, and setting a minimum screen resolution. Schools should periodically review the technical requirements at <http://center.ncsu.edu/nct/> for updates.

Technical Difficulties



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

Help Desk



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

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

- First and last name and title/position of contact person
- Phone number and/or e-mail address for a response from the Help Desk
- School district name
- School name
- LEA/school code
- Test name (course or subject and grade level)
- Form number (available at the top of the screen)
- Description of incident
- Error message(s) (document the words verbatim)
- Operating system name and version number
- Secure platform being used (i.e., NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App)
- Steps taken locally to resolve the issue

E-mail requests are preferred for Help Desk communications and should be sent to ncdesk@ncsu.edu. Phone requests can be placed by calling (919) 515-1320 from 7:30 a.m.

until 5:00 p.m., Monday through Friday (excluding holidays), before and during the NCDPI-designated testing windows. The Help Desk should provide the caller with a ticket number for reference. *If the Help Desk does not provide a ticket number, the caller should request one.*

Interruption during the Test



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

Items Not Displaying or Not Displaying Correctly



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

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

Items Appearing Slowly on the Screen



The test administrator must circulate throughout the room during the test administration and watch for items that are appearing very slowly. This could mean that the server, the network, or the student's computer or tablet is running very slowly. If this occurs at any time during the administration and it is determined that network utilization is peaking, it is strongly recommended that steps be taken to reduce network traffic. This may involve reducing the number of students testing, prioritizing Internet traffic, or other similar actions.

Procedures for the Local Education Agency (LEA) and School Test Coordinators to Complete BEFORE Test Day



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

- Test administrators must have an NC Education user account and ensure their user name/password is working correctly and can access the NCTest Admin Page. User names and passwords should be checked two to three

days before the test administration date.

- Ensure that every student participating in the online assessment has completed the Online Assessment Tutorial for the associated assessment at least one time at the school before test day. The Online Assessment Tutorials are available through the NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App with required security measures.
- Ensure all computers and tablets meet specified technical requirements listed at <http://center.ncsu.edu/nct/>.
- Ensure the appropriate NCDPI-approved secure platform is installed.
- Ensure screen savers are disabled for all devices and that volume controls are set for students with *Computer Reads Test Aloud—Student Controlled* accommodation.
- Check to ensure all students who are to participate in online assessments are listed in the Admin Entry Tab lists for the specific course in NC Education. Students who are no longer in membership may appear in this list; disregard and DO NOT start a test for these students.
- Ensure test administration sessions are scheduled in NC Education. Test administration sessions must be scheduled at least 24 hours before the test administration date.
- Review and edit the Student Interface Questions (SIQ) for students requiring the following interface options or documented accommodations: alternate background color, large font, *Multiple Testing Sessions* accommodation, *Computer Reads Test Aloud—Student Controlled* accommodation, and/or other required accommodations (i.e., accommodations other than *Multiple Testing Sessions* and/or *Computer Reads Test Aloud—Student Controlled*). Note: Online tests are available in regular or large font and in different background colors to all students; however, the NCDPI recommends these options be considered especially for students who routinely use similar tools (e.g., color acetate overlays, colored paper, large print text) in the classroom. In order for students to access the *Computer Reads Test Aloud—Student Controlled* and/or the *Multiple Testing Sessions* accommodation(s), the accommodation(s) must be entered into the students' SIQ before test day.



Student Interface Questions (SIQ)

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

Student Interface Options:

- Alternate Background Color
- Large Font

Accommodations Required by Student:

- *Multiple Testing Sessions*
- *Computer Reads Test Aloud—Student Controlled*

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

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

Online Assessment Tutorial



The Online Assessment Tutorial is available through the NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App with required security measures.

Schools must ensure every student participating in an online assessment has completed the Online Assessment Tutorial for the associated assessment at least one time at the school before test day. For best practices, the North Carolina

Testing program strongly recommends schools use a PowerSchool classroom roster to track which students have completed the tutorial. *Students must not complete the tutorial on the day of the test administration.*

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

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

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

students complete the tutorial items. Schools should review both options before the tutorial sessions to determine the best option for students.

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

Online Steps the Test Administrator Must Complete ON Test Day



To Complete BEFORE Students Enter the Room: The NCDPI recommends test administrators begin setting up computers and tablets approximately 30–40 minutes before students enter the testing room.

The test administrator must complete the following:

- Launch the NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App and click on the NCTest LOGIN button.
- Choose the appropriate test type from the drop-down menu.
- Enter a valid NC Education user name and password and click LOGIN.
- If requested, select the appropriate assessment from the list presented on the screen.
- Select the student to be tested from the list presented on the screen.
- Ensure the screen is set to the START page with the correct student's name and school name located near the top of the screen.
- **Do not click the START button for the student.**

As students enter the room, they must be instructed to sit at the specific computer or tablet that displays their name on the screen and to refrain from using the computer or tablet until directed to do so by the test administrator.

When all students are seated and **before the test administration can begin,** test administrators must confirm the following:

- Each student's screen is set to the START page.
- The student's name, PowerSchool student number, and school name are correctly identified on his or her screen.

To Complete following the Test Administration: When students complete the test, the test administrator must ensure that the students click the END TEST button to close the test. A STOP sign will appear on the students' screen after the END TEST button has been clicked and the test has been closed. Clicking the EXIT button on the STOP sign screen closes the NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App.

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

I. Testing Irregularities, Misadministrations, and Makeup Testing

Testing Violations and Testing Irregularities



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

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

Eligibility Issues:

- Failing to test all eligible students (SBE policy GCS-A-010)
- Administering tests to ineligible students

Accommodation Issues:

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

Security Issues:

- Allowing access to the tests to school or district personnel who do not have a legitimate need
- Allowing students to review secure test materials before the test administration
- Leaving students unsupervised with access to secure test materials
- Not maintaining security of NC Education username and password
- Failing to store secure test materials in a secure, locked facility

- 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 (e.g., test books, answer sheets, assessment guides) to designated school personnel
- Reproducing secure tests in any manner or form
- Giving students instruction related to the concepts measured by the tests before the test administration or during the test administration session
- Discussing with others any of the test items or information contained in the tests or writing about them on the Internet or on social media sites

Monitoring Issues:

- Failing to prevent students from cheating by copying, using a cheat sheet, or asking for information.
- Failing to prevent students from gaining an unfair advantage through the use of cell phones, text messages, or other means
- Allowing students to remove secure materials from the testing site
- Failing to monitor students during breaks
- Leaving secure materials unattended during restroom breaks or lunch breaks
- Leaving the room unmonitored when students and secure materials are present

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 maximum time specified in the assessment guide (except for students with documented special needs requiring accommodations, such as *Scheduled Extended Time*)
- Test administrator/proctor altered student responses
- Test administrator/proctor gave improper assistance or provided instruction related to the concepts measured by the test before the test administration or during the test administration session

Technical Issues:

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

Reporting Test Connectivity and Technical Problems in OTISS



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

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

Testing Irregularities Investigation Checklists and Action Plan



To assist LEAs in the process of collecting information and conducting a thorough investigation of alleged testing violations, copies of investigation checklists for the school test coordinator and for the LEA test coordinator are available in the *Miscellaneous Forms and Notices* section of this handbook and in the NCDPI OTISS. The checklists provide the necessary steps and guidance for filing irregularities and completing investigative measures. Also available in

OTISS is a sample copy of an action plan that may be used to address areas of concern in testing and to outline procedures for establishing corrective actions.

Misadministrations



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

system test coordinator have the authority to declare misadministrations at the local level.

When a misadministration is declared, the affected student(s) must be administered another secure form of the test (i.e., a different letter or form number). The LEA/charter school test coordinator will specify how misadministrations are to be handled at the school and will schedule dates and times for readministering the tests in each school so that all misadministration retesting is completed within the state-designated testing windows.

Only scores resulting from a valid test administration should be included in students' permanent records, used for placement decisions, or used for accountability purposes. All misadministrations must be documented and reported using the appropriate procedures outlined in the OTISS.

Makeup Testing and Absence from Makeups



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

J. Participation in the North Carolina Testing Program



North Carolina Testing Program Assessment Options Grades 3–8 North Carolina Testing Program Assessment Options Grades 9–12

All eligible students are to participate in the North Carolina statewide testing program. SBE policy GCS-C-021 requires students with disabilities and students identified as English Learners (ELs) to be included in the statewide testing program.

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

- general assessment under standard conditions (i.e., without testing accommodations)
- general assessment with testing accommodations (On a case-by-case basis where appropriate documentation exists, students with disabilities and students identified as an EL may receive testing accommodations. The need for accommodations must be documented in the student's current IEP, Section 504 Plan, or EL documentation. The accommodations must be used routinely during the student's instructional program and similar classroom assessments.)
- alternate assessment (with or without accommodations) (Students with disabilities who meet specific eligibility criteria may be assessed using alternate assessments.) Available alternate assessments include:
 - *NCEXTENDI* (Grades 3–8, 10, Grade 11)
 - College and Career Readiness Alternate Assessment (CCRAA) for Grade 10
 - College and Career Readiness Alternate Assessment (CCRAA) for Grade 11
 - Alternate ACCESS for ELLs

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

K. Testing Calendars and Required Testing



North Carolina Statewide Testing Calendar 2016–17

The North Carolina statewide testing calendar for the 2016–17 school year may be found at <http://www.ncpublicschools.org/accountability/>

Required Testing for 2016–17

The North Carolina Testing Program chart of required operational tests (including alternate assessments) for the 2016–17 school year may be found at <http://www.dpi.state.nc.us/accountability/generalinfo>.

2016–17 READY Accountability Testing Requirements for the North Carolina Testing Program

North Carolina required testing for the 2016–17 school year is found at <http://www.dpi.state.nc.us/accountability/generalinfo>

Testing Program Overview

A description of the tests and alternate assessments required at elementary, middle, and high schools grades 3–12 in the North Carolina Testing Program may be found at <http://www.dpi.state.nc.us/accountability/generalinfo>.

2016–17 North Carolina Final Exams

The 2016–17 North Carolina Final Exams chart lists the final exams administered as part of North Carolina's Teacher Evaluation and School Executive Evaluation Process.

2016–17 Testing for Read to Achieve at Grade 3

The 2016–17 Testing for Read to Achieve chart lists the tests linked to the Read to Achieve legislation (G.S. §115 C-83).

L. State Board of Education Policies and Legislative Requirements



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

Appropriate Use of State Tests/Testing Program Documents

- **GCS-A-004**—Policy delineating the appropriate use of state tests
- **GCS-A-009**—Policy regarding rules, guidelines, and procedures governing the NC Testing Program
- **GCS-A-015**—Policy minimizing time devoted to standardized tests

Test Security

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

End-of-Course Tests

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

State-Designated Assessments for the Teacher Evaluation Process

- **GCS-A-016**—Policy delineating use of state-designated assessments for the North Carolina teacher evaluation process

Testing Students Who Are English Learners

- **GCS-A-011**—Policy outlining the use of English Learner testing accommodations and eligibility for participation in the state-designated assessment
- **GCS-K-000**—Policy establishing guidelines for English Learner Programs

Graduation Requirements

- **GCS-N-004**—Policy delineating state graduation requirements
- **GCS-L-001**—Policy giving the local school boards of education the authority to exceed minimum graduation requirements
- **GCS-C-039**—Policy delineating the cohort graduation rate.

Academic Achievement Standards and Achievement Level Descriptors

- **GCS-C-037**—Academic achievement standards and achievement level descriptors for *NCEXTENDI* alternate assessments in English Language Arts/Reading and Mathematics at Grades 3–8; Science at Grades 5 and 8; English II, NC Math 1, and Biology at Grade 10; and Grade 11

- **GCS-C-036**—Academic achievement standards (cut scores) and achievement level descriptors for end-of-course assessments in Biology, English II, and NC Math 1
- **GCS-C-033**—Academic achievement standards (cut scores) and achievement level descriptors for End-of-Grade Assessments in English Language Arts/Reading and Mathematics at Grades 3–8 and Science at Grades 5 and 8
- **GCS-A-013**—Policy delineating test development process for multiple-choice tests

Accountability Model

- **GCS-C-020**—Policy delineating the components of the READY Accountability Model
- **GCS-C-021**—Policy delineating the annual performance standards under the READY Accountability Model
- **GCS-C-038**—Policy delineating the alternative schools' accountability model
- **TCS-U-001**—Policy delineating charter school accountability requirements

Other Policies Related to the North Carolina Testing Program

- **GCS-A-001**—Policy governing test administration in the public schools
- **GCS-A-002 (16 NCAC 6D.0303)**—Policy governing the role of the testing coordinator

Use of Test Results

- **GS §115C-288 (a)**—Law granting principals the authority to grade and classify students; instructs principals not to make the decision solely on the basis of standardized test scores
- **GCS-C-003**—Policy requiring schools to use results from all operational EOC assessments as at least twenty percent (20%) of the student's final grade for each respective course with the exception of students following the Occupational Course of Study
- **GCS-A-016**—Policy requiring public schools to use results from all course-specific operational assessments for use in the North Carolina Teacher Evaluation Process 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-grade assessments in grades 3–8

M. North Carolina Statewide Assessments



This section provides policy information on the following statewide assessments:

- W-APT™ and ACCESS for ELLs®
- Beginning-of-Grade 3 English Language Arts/Reading Test
- READY End-of-Grade Tests—English Language Arts/Reading at Grades 3–8
- READY End-of-Grade Tests—Mathematics at Grades 3–8
- READY End-of-Grade Tests—Science at Grades 5 and 8
- READY End-of-Course Test—NC Math 1
- READY End-of-Course Test—English II
- READY End-of-Course Test—Biology
- North Carolina Final Exams

W-APT™ and ACCESS for ELLs® 2.0

State Policies for Testing Students Identified as English Learners (EL)



Per SBE policy [GCS-A-011](#), to be identified as English Learners (ELs), students must be assessed using the state English Learner identification test at initial enrollment. Thereafter, all students identified as ELs must be annually assessed using the state English Learner proficiency test.

The WIDA ACCESS Placement Test, also known as the W-APT™, is the state-designated English Learner proficiency identification test. The ACCESS for ELLs® 2.0 is the annually administered state-designated English Learner proficiency test.

According to SBE policy [GCS-C-021](#), all students identified as ELs shall participate in the statewide testing program's standard test administration with or without accommodations. However, schools must exempt students from being assessed on the English language arts/reading EOG assessments and the English II EOC assessment if the students are identified as ELs and score below Level 4.0 Expanding on the reading subtest of the W-APT and are in their first year in United States (U.S.) schools. Consequently, students who are in their first year in U.S. schools and who have scored below Level 4.0 Expanding on the reading subtest of the W-APT shall not be included in growth or the performance composite for the READY Accountability model. For purposes of determining reading participation, the state-identified EL proficiency reading placement test will be used.

Students identified as ELs who score below Level 4.0 Expanding on the state English language proficiency reading placement test and are in their first year in U.S. schools are required to participate in the administration of the EOG mathematics and science assessments and the EOC NC Math 1 and Biology assessments. Test scores from these assessments will not count in growth or performance but will count in participation for the READY Accountability model.

If a student scores below Level 5.0 Bridging on the reading subtest of the W-APT/ACCESS for ELLs 2.0, the student is eligible to receive state-approved EL testing accommodations on all state tests. If the student scores Level 5.0 Bridging or above on the reading subtest of the W-APT/ACCESS for ELLs 2.0 or exits EL identification, the student must participate in all state tests without accommodations (SBE policy [GCS-A-011](#)).

Subtest	1 Entering	2 Emerging	3 Developing	4 Expanding	5 Bridging	6 Reaching
Reading	Eligible to Receive State-Approved EL Testing Accommodations for All State Tests				Must Participate in the General State Test Administration without EL Testing Accommodations	

Eligible Students



The U.S. Department of Education and the U.S. Department of Justice (DOJ) have issued joint guidance to remind state education agencies (SEAs), public school districts, and public schools of their legal obligation to ensure that EL students can participate meaningfully and equally in educational programs. The NCDPI reserves the right to audit school systems to ensure all state and federal policies are being implemented appropriately.

School districts must have procedures in place to accurately and timely identify potential EL students. North Carolina has selected the Home Language Survey (HLS) as the method for the identification (SBE policy [GCS-K-000](#)). The HLS is administered to all students upon initial enrollment to gather information about a student's language background and to identify students whose primary or home language is other than English. The HLS is maintained in the student's permanent record.

Following the HLS process, the WIDA ACCESS Placement Test (W-APT™) must be administered to all students who identify a language other than English during the HLS process. The W-APT is a valid and reliable test that functions as a screener used for (1) the initial assessment of English language proficiency in speaking, listening, reading, and writing and (2) the English as a Second Language (ESL) Program placement of the students identified as ELs needing assistance.

The parent/guardian must be informed of the purpose of the W-APT assessments and of the state and federal policy requiring the assessments. The test coordinator and EL coordinator must ensure the parent/guardian understands (an interpreter must be provided if needed) the EL proficiency placement test is administered to determine if the student is an EL. If the student is identified as an EL, the student is eligible to receive ESL services and may be eligible for testing accommodations on state assessments.

The W-APT initial assessment must be administered to potential EL students within thirty (30) calendar days of enrollment at the beginning of the school year or within fourteen (14) calendar days if the student enrolled after the beginning of the school year to test the student or to obtain scores from another WIDA consortium state. Note: School systems also have the option to initially assess language-minority students on the W-APT™ up to thirty (30) calendar days before the start of school.

WIDA® Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELLs 2.0), is North Carolina's required annual assessment of English language proficiency in the areas of listening, speaking, reading, and writing for all students identified as ELs in the schools served by the state, including students who receive special education services. All students identified as ELs must be assessed on all four ACCESS subtests annually during the state-designated testing window. If one or more subtests cannot be administered, schools must follow the directions specified by the NCDPI.

Note: The ACCESS for ELLs 2.0 may be too cognitively and linguistically complex for a small population of ELs with significant cognitive disabilities. The Alternate ACCESS for ELLs is designed for eligible students with significant cognitive disabilities who are designated as ELs. Additional information on the Alternate

ACCESS for ELLs, as well as sample items, can be found at
<http://www.wida.us/assessment/alternateaccess.aspx>

Testing Window



W-APT—School systems must schedule the administration of the initial W-APT™ for a newly enrolled language-minority student within thirty (30) calendar days of enrollment at the beginning of the school year or fourteen (14) calendar days if the student enrolled after the beginning of the school year.

School systems also have the option to initially assess language-minority students on the W-APT™ up to thirty (30) calendar days before the start of school.

ACCESS for ELLs 2.0—Annual ACCESS testing for students identified as ELs must occur during the state-designated testing window.

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

Testing Accommodations for EL Students with Disabilities



On a case-by-case basis where appropriate documentation exists, students who are identified as both an EL and having a disability, including students **only** receiving services under Section 504, may receive testing accommodations on the W-APT™ and/or the ACCESS for ELLs® 2.0. The need for accommodations for each student must be documented in the student's current IEP or Section 504 Plan. The accommodations must be used routinely during the student's instructional program and similar classroom assessments. For information regarding appropriate testing procedures, test administrators who provide accommodations for students with disabilities must refer to the most recent publication of *Testing Students with Disabilities* and any published supplements or updates. This publication is available through the local school system or at <http://www.ncpublicschools.org/accountability/educators/tswd>. Test administrators conducting test administrations with accommodations must be trained by the school system test coordinator or designee in the use of the specified accommodations before the test administration.

Beginning-of-Grade 3 English Language Arts/Reading Test



Purposes of the Test

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

1. The BOG3 establishes a baseline measure of beginning third-grade students' ELA/Reading skills.
2. Students who score Achievement Level 3 or higher on the BOG3 ELA/Reading Test demonstrate reading proficiency appropriate for third-grade students, which satisfies the requirements of the Read to Achieve legislation.
3. Based on demonstrated student outcomes in reading proficiency, the BOG3 serves as a teacher-growth tool for determining those teachers who are well-suited to teach reading camps (G.S. §115C-83.3[4a]).
4. The NCDPI uses data from the administration of the BOG3 Test and the administration of the EOG ELA/Reading Test for school-accountability growth. Additionally, students in grade 3 who are not proficient on the EOG ELA/Reading Test, but are proficient on the BOG3 (i.e., score level 3 or higher) count as proficient in the performance composite and school performance grades.

Eligible Students

All students in membership at grade 3 (according to PowerSchool) are expected to participate with or without accommodations in the administration of the BOG 3 ELA/Reading Test. The only exceptions are as follows:

1. Students with disabilities who, according to IEP documentation participate in the *NCEXTENDI* alternate assessment in accordance with state policies
2. Students identified as EL students 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
3. In rare cases, students who are granted a medical exception because they are deemed medically fragile owing to a significant medical emergency and/or condition and are unable to participate in a specific test administration (The principal or school test coordinator must contact the school system test coordinator for procedures on how to request a medical exception. All medical exceptions must be approved by the Division of Accountability Services/North Carolina Testing Program.)

Beginning-of-Grade 3 Practice Activity

The NCDPI strongly recommends that all students participating in the BOG3 ELA/Reading Test complete the Beginning-of-Grade 3 Practice Activity before test day. The BOG3 Practice

Activity is not a test. It provides students with an opportunity to become familiar with the standardized testing format before the administration of the BOG3 ELA/Reading Test and allows students the opportunity to practice answering multiple-choice questions, transferring answers from a test book to a separate answer sheet, and filling in responses on an answer sheet. While using the Practice Activity, teachers should help students understand testing procedures to minimize student anxiety and mistakes during the actual administration of the BOG3 ELA/Reading Test.

Testing Window

The BOG3 ELA/Reading Test is a paper-and-pencil assessment that is administered to grade 3 students during the NCDPI-designated testing window that begins on the 11th day of the school year and continues through the 15th day.

Testing Schedule

The testing schedule for the BOG3 ELA/Reading Test is as follows:

- The test must be administered in one day (except for administrations involving students with documented special needs requiring accommodations, such as *Multiple Testing Sessions*).
- All students at grade 3 within a school must be administered the test at the same time on the same day.
 - *Multiple Testing Sessions* must begin on the same day as the general test administration but may continue beyond the school's scheduled end date for the regular test administration if the IEP, Section 504 Plan, or EL plan designates the sessions are to stretch across multiple days.
 - Students who are provided the *Scheduled Extended Time* accommodation may not begin the test administration any earlier than the school's scheduled start date for the regular test administration. Any extension of time must occur at the end of or immediately following the planned testing session during the scheduled testing day.
- The test should be administered as early in the school day as the school schedule permits.
- No BOG3 ELA/Reading administration (except those involving students with documented special needs requiring accommodations, such as *Scheduled Extended Time*) may exceed the maximum time allowed.

Test Administration Times and Number of Items

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

Beginning-of-Grade 3 Test	Estimated Time (minutes)	Maximum Time Allowed (minutes)	Number of Items
English Language Arts/Reading	90	180	42
2 Three-Minute Breaks	6		
General Instructions	12		
Totals	108	180	42

End-of-Grade Tests of English Language Arts/Reading and Mathematics Grades 3–8 and Science Grades 5 and 8

Eligible Students



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

Science: All students in membership at grades 5 and 8 (according to PowerSchool), including students who have been retained at grades 5 and 8, are expected to participate with or without accommodations in the standard administration of the EOG science assessments.

The only exceptions are as follows:

- Students with disabilities who, according to their IEP documentation, participate in the *NCEXTENDI* alternate assessment in accordance with state policies
- Students identified as EL who score below Level 4.0 Expanding on the reading subtest of the WIDA ACCESS Placement Test (W-APT™) and are in their first year in U.S. schools are not required to be assessed on the English language arts/reading EOG assessment (*GCS-C-021*); however, they are required to participate in the administration of the mathematics assessments at grades 3–8 and the administration of the science assessments at grades 5 and 8.
- In rare cases, students deemed medically fragile because of a significant medical emergency and/or condition and unable to participate in a specific test administration who are granted a medical exception (The principal or school test coordinator must contact the school system test coordinator for procedures on how to request a medical exception. All medical exceptions must be approved by the Division of Accountability Services/North Carolina Testing Program.)



Off-Level Testing

Off-level testing (e.g., administering the grade 4 EOG tests to students not in membership as fourth-graders according to PowerSchool) is not permitted.

Testing Window



School systems shall direct schools to administer the EOG tests during the last ten (10) days of the school year. For school systems that were required to adjust their school schedules because of adverse weather conditions or other emergencies, the testing schedule should be adjusted to fall within the final ten (10) days of the adjusted school year. Any student absent from the test administration must make up the 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 so that all makeups are completed within the ten-day testing window.

Testing Format and Availability

For the 2016–17 school year, all EOG assessments are available in the paper-and-pencil format, and the following EOG assessments are available for online administrations: Grades 6, 7, and 8 ELA/reading and mathematics; and Grades 5 and 8 science. Grade 8 science is a required online administration only.

Required Gridded Response Practice Activity—Mathematics Grades 5–8

Some of the questions on the paper-and-pencil mathematics assessments at grades 5–8 are gridded response questions. These questions require students to write and fill in a numerical answer on their answer sheet rather than to select an answer from several choices. All gridded response questions are in the calculator inactive portion of the assessments.

Schools must ensure every student participating in the paper-and-pencil grades 5–8 EOG mathematics assessments completes the grade-appropriate Gridded Response Practice Activity at least one time at the school before test day. The practice activity will allow students to become familiar with the gridded response format. Students (at grades 6, 7, and 8) taking the mathematics test online should also complete the practice activity as part of instruction in the event there is a computer system crash. Copies of the Gridded Response Practice Activity by grade level can be found at <http://www.ncpublicschools.org/accountability/testing/generalinfo>.

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



All EOG ELA/reading, mathematics, and science tests are available in paper-and-pencil format. The grades 6, 7, and 8 EOG ELA/reading and mathematics and the grades 5 and 8 science assessments are available online. Online administrations are required for the grade 8 science assessment. The only exceptions to this requirement are 1) for LEAs or charter schools that do not have the technology capability to support administering the online science assessment and 2) for individual students with disabilities who have documented accommodations that dictate a paper/pencil test format is necessary for accessibility.

The testing schedule for EOG paper-and-pencil assessments is listed below. The testing schedule for EOG online assessments is found in Section H of this guide.

- For grades 7 and 8 only, the ELA/reading and mathematics assessments must be administered in one format (i.e., paper-and-pencil **or** online). For example, if the student is administered the mathematics assessment in the paper-and-pencil format, the ELA/reading assessment must also be in the paper-and-pencil format.
- EOG assessments should be administered as early in the school day as the school schedule permits.
- All students at the same grade level within a school must be administered the appropriate EOG test at the same time on the same day (except for those administrations involving

students with documented special needs requiring accommodations, such as *Multiple Testing Sessions*.)

- Students at different grade levels cannot be administered assessments in the same classroom.
- Schools may elect to administer one EOG in one day. For schools that elect to administer one EOG in one day, the testing of ELA/reading and mathematics must occur on consecutive school days.
- For EOG mathematics tests at grades 3–8, the calculator inactive part of the test must be administered before the calculator active part of the test.

Note: If schools do not have enough calculators to accommodate all students at a grade level, the testing schedule may be staggered by grade only. The school system test coordinator is responsible for assisting schools with staggering the test administration schedule to accommodate access to calculators.

- No EOG test administration (except for those involving students with documented special needs requiring accommodations, such as *Scheduled Extended Time*) may exceed the maximum time allowed.
- Schools may elect to administer two EOGs in one day (i.e., ELA/reading and science, or mathematics and science, or ELA/reading and mathematics); however, caution must be taken when scheduling testing to ensure that the maximum time allowed for these assessments does not interfere with lunch or bus schedules. All students must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.
- The administration of the EOG science assessments at grades 5 and 8 do not have to occur on consecutive school days with the ELA/reading and mathematics assessments.
- No EOG test administration (except for those involving students with documented special needs requiring accommodations, such as *Scheduled Extended Time*) may exceed the maximum time allowed.

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



Testing Accommodations for End-of-Grade English Language Arts (ELA)/Reading, Mathematics, and Science Tests Only¹

Accommodations	Students with Disabilities/ Section 504	Students Identified as English Learners (EL)
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 (EL only)	No	Yes
Interpreter/Transliterator Signs/Cues Test	No–ELA/Reading ² Yes–Math, Science	No
Student Reads Test Aloud to Self	Yes	Yes
Computer Reads Test Aloud—Student Controlled (Online Tests Only)	No–ELA/Reading ² Yes–Math, Science ³	No–ELA/Reading ² Yes–Math, Science ³
Test Administrator Reads Test Aloud (in English)	No–ELA/Reading ² Yes–Math Yes–Science	No–ELA/Reading ² Yes–Math Yes–Science
Large Print Edition	Yes–Paper/pencil/EOGs No–online EOGs ⁴	No
Magnification Devices	Yes	No
Multiple Testing Sessions	Yes	Yes
One Test Item Per Page Edition ⁵	Yes–Paper/pencil/EOGs No–Online EOGs	No
Scheduled Extended Time	Yes	Yes
Student Marks Answers in Test Book	Yes–Paper/pencil/EOGs No–Online EOGs	No
Testing in a Separate Room	Yes	Yes

¹All EOG ELA/reading, mathematics, and science tests are available in paper-and-pencil format. The EOG grades 6, 7, and 8 ELA/reading and mathematics and the grades 5 and 8 science assessments are also available online. To ensure valid test results, school system personnel must participate in training sessions before the test administration(s) to be made aware of appropriate use of testing accommodations.

²Reading aloud or signing/cueing the selections, sample questions, test questions, and/or answer choices from the ELA/reading tests invalidates test results because the tests measure reading skills. However, the student directions in the assessment guide must be read aloud or signed/cued to students during the ELA test. For paper-and-pencil EOG mathematics and EOG science

administrations, a small group testing session must use one test form (i.e., the same form letter and form number) for these accommodations at one testing site (i.e., classroom); a different form (i.e., different letter or form number) must be used for each of these sessions within a school. This pertains only to paper-and-pencil tests, as the online test forms are selected randomly for each student.

³The *Computer Reads Test Aloud—Student Controlled* accommodation is limited in the functionality of what text on the screen is read. This option is not designed to read all parts of the computer screen. Audio files are only available for item stems and answer choices. There are no audio files within the test environment for graphics, graphs, or tables within a test item, nor for application content, menus, embedded tools (e.g., Reset, Flag), error messages, warning/reminder messages, or section/test summaries. If a student requires any of these components to be read aloud, it may be appropriate for the student to receive a combination of both the *Test Administrator Reads Test Aloud* and *Computer Reads Test Aloud—Student Controlled* accommodations. Students receiving the *Computer Reads Test Aloud—Student Controlled* accommodation must also receive the *Testing in a Separate Room* accommodation (one-on-one) unless using headphones.

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

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

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

End-of-Course Tests of Biology, English II, and NC Math 1



Information for Parents, Teachers, and Students (including sample items)

Eligible Students

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

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

Students Identified as English Learners (ELs), First Year Exempt. 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 EOC English II assessment. These students are required to participate in the administration of the NC Math 1 and Biology EOC assessments if enrolled in courses that require the administration of the assessments. EOC scores (i.e., NC Math 1 and Biology) obtained by these students will not be used in status, growth, or progress calculations for accountability purposes.

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

Students Enrolled for Credit in Courses in which EOC Assessments Are Required and Who Do Not Have a Proficient EOC Test Score. Students enrolled in courses that require the administration of the EOC assessment who have not obtained a proficient score on the EOC assessment before 2016–17 must take the appropriate EOC assessment at the completion of the course. The score must be used as at least 20 percent of the student's final grade, with the exception of students following the Occupational Course of Study.

Advanced Placement (AP) Biology, International Baccalaureate (IB) Biology, Biology II, and General Biology II Courses. Students enrolled in AP Biology, IB Biology, Biology II, and

General Biology II courses must be administered the EOC Biology assessment at the completion of the course with the exception of students who have (1) previously obtained a test score from the EOC assessment or (2) transferred from out-of-state or from a nonpublic school and the principal subsequently authorized course credit as having participated in the assessment by recording the appropriate reason code in PowerSchool. Students meeting these criteria are not required to take the EOC assessment.

Note: Students enrolled in Occupational Course of Study English II, NC Math 1, and Biology are required to take the associated EOC assessment upon completion of the course.

Testing Window



Test administrators must administer the secure NCDPI-designated form(s) of the EOC assessment during the last five (5) days (4x4/semester courses/summer school) or the last ten (10) days (traditional yearlong schedule) of the instructional period. For school systems that were required to adjust their school schedules because of adverse weather conditions or other emergencies, the testing schedule should be adjusted to fall within the final five (5) days (4x4/semester) or last ten (10) days (yearlong) of the adjusted school year. Any student absent (i.e., not present) from the test administration must make up the 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 so that all makeups are completed within the five- (semester) or ten-day (yearlong) testing window.

Testing Format and Availability

For the 2016–17 school year, all EOC assessments are available in both the paper-and-pencil and online format; however, online testing is strongly encouraged for Biology and NC Math 1. The English II EOC assessment is a required online administration only.

Required Gridded Response Practice Activity—NC Math 1

Some of the questions on the paper-and-pencil NC Math 1 EOC are gridded response questions. These questions require students to write and fill in a numerical answer on their answer sheet rather than to select an answer from several choices. All gridded response questions are in the calculator inactive portion of the assessments.

Schools must ensure every student participating in the paper-and-pencil NC Math 1 assessment completes the Gridded Response Practice Activity at least one time at the school before test day. The practice activity will allow students to become familiar with the gridded response format. Students taking the NC Math 1 assessment online should also complete the practice activity as part of instruction in the event there is a computer system crash. Copies of the Gridded Response Practice Activity can be found at

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

Testing Schedule for Paper-and-Pencil End-of-Course (EOC) Tests



The EOC Biology and NC Math 1 assessments are available in either online or paper-and-pencil format; however, online testing is strongly encouraged.

Online administrations are required for the English II EOC assessment. The only exceptions to this requirement are 1) for LEAs or charter schools that do not have the technology capability to support administering the online English II and 2) for individual students with disabilities who have documented

accommodations that dictate a paper/pencil test format is necessary for accessibility.

The testing schedule for EOC paper-and-pencil assessments is listed below. The testing schedule for EOC online assessments is found in Section H of this guide.

- For best practices, the North Carolina Testing program strongly recommends schools schedule each EOC test within the same day so that it does not interfere with lunch or bus schedules. All students, including students with the *Scheduled Extended Time* accommodation, must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.
- The EOC tests should be administered as early in the school day as the school schedule permits.
- Schools may elect to administer two EOCs in one day.
- Students in different courses requiring an EOC assessment cannot be administered tests in the same classroom.
- For NC Math 1, the calculator inactive part of the test must be administered before the calculator active part of the test.
- The NCDPI requires all students to be allowed ample opportunity to complete the EOC assessments. However, no EOC assessments (except for those involving students with documented special needs requiring accommodations, such as *Scheduled Extended Time*) may exceed the maximum time allowed.

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



Testing Accommodations for End-of-Course Biology, English II, and NC Math 1 Tests Only¹

Testing Accommodation	Students with Disabilities/ Section 504	Students Identified as English Learners (EL)
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 (EL only)	No	Yes
Interpreter/Transliterators Signs/Cues Test	<u>No</u> for English II ² <u>Yes</u> for Biology, NC Math 1	No ²
Student Reads Test Aloud to Self	Yes	Yes
Computer Reads Test Aloud—Student Controlled (<i>Online EOC Tests Only</i>)	<u>No</u> for English II ² <u>Yes</u> for Biology, NC Math 1 ³	<u>No</u> for English II ² <u>Yes</u> for Biology, NC Math 1 ³
Test Administrator Reads Test Aloud (in English)	<u>No</u> for English II ² <u>Yes</u> for Biology, NC Math 1	<u>No</u> for English II ² <u>Yes</u> for Biology, NC Math 1
Large Print Edition	<u>No</u> for Online EOCs ⁴ <u>Yes</u> for Paper/Pencil EOCs	No
Magnification Devices	Yes	No
Multiple Testing Sessions	Yes	Yes
One Test Item Per Page Edition	<u>No</u> for Online EOCs ⁵ <u>Yes</u> for Paper/Pencil EOCs	No
Scheduled Extended Time	Yes	Yes
Student Marks Answers in Test Book	<u>No</u> for Online EOCs <u>Yes</u> for Paper/Pencil EOCs	No
Testing in a Separate Room	Yes	Yes

¹All end-of-course (EOC) tests are available in online and paper-and-pencil format; however, online testing is strongly encouraged for Biology and NC Math 1. (Online administrations are required for the English II EOC assessment.) To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of appropriate use of testing accommodations.

²Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the English II assessment invalidates test results because the assessment measures reading skills. However, the student directions in the assessment guide must be read aloud or signed/cued to students during the English II test administration. For paper-and-pencil administrations, a small group testing session must use one test form (i.e., the same form letter and form number) for these accommodations at one testing site (i.e., classroom); a different form

(i.e., different letter or form number) must be used for each of these sessions within a school. This pertains only to paper-and-pencil tests, as the online test forms are selected randomly for each student.

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

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

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

Note: For additional information on testing accommodations for students with disabilities, refer to the *Testing Students with Disabilities* document and any published supplements or updates. The *Guidelines for Testing Students Identified as English Learners* document and any published supplements or updates provide additional information on accommodations and guidelines for testing students identified as ELs.

Use of Test Scores



According to SBE policy [GCS-C-003](#), the LEA/charter school shall include each student's EOC assessment results in the student's permanent records and high school transcript. With the exception of students following the Occupational Course of Study, LEAs/charter schools shall use results from all operational EOC assessments as at least 20 percent of the student's final grade for the respective course.

According to SBE policy [GCS-C-020](#), student scores from the NC Math 1, English II, and Biology EOC assessments are used in the state accountability calculations.

Note: Students in elementary school (i.e., grades K–5) are rarely enrolled in courses requiring an EOC assessment. When this does occur, students must be assessed. These scores (when applicable) must be used to calculate course grades and recorded in PowerSchool for historical purposes. See the Assessment Brief *Use of Banked Scores in Accountability Reporting* (July 23, 2014) for additional information.

North Carolina Final Exams



Purposes of the North Carolina Final Exams

The North Carolina Final Exams (NCFEs) serve several purposes. In 2011, the 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 North Carolina Final Exams (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.



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 EOG tests of 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 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 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.
- Students enrolled in courses through North Carolina Virtual Public School (NCVPS) must participate in the NCFEs. This includes students enrolled in NCVPS Occupational Course of Study courses that are taught jointly between the LEA and NCVPS and charter school students enrolled in courses through 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 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 WIDA ACCESS Placement Test (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 NC Final Exams. 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. NCFEs are not available for summer school administrations.

Test Results and Students' Final Grades



State Board of Education policy [GCS-A-016](#) requires public schools to use results from all course-specific operational NCFEs as a minimum of 20 percent of the student's final grade for each respective course. This requirement does not apply to NCFEs in grades 4–8. Public schools may, however, adopt policies to use results from NCFEs in grades 4–8 as part of the student's final grade.

Testing Window



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



Testing Formats and Availability

For the 2016–17 school year, all NCFEs are available in both paper-and-pencil formats. However, online testing is required for the NC Math 2 and NC Math 3 assessments.

If LEAs or charter schools 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 Dr. Tammy Howard, the Director of Accountability Services. LEAs/charters ordering paper/pencil materials 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. These orders will be reviewed and verified by the NCDPI prior to processing/shipping.

A letter does not need to be submitted to Dr. Howard for approval for students with disabilities who require a paper/pencil mode for accessibility. For paper/pencil tests, orders must be placed

through the NC Education materials ordering page. These orders will be reviewed and verified by the NCDPI prior to processing/shipping.

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

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

Testing Accommodations for the NC Final Exams (NCFEs)¹

Accommodations	Students with Disabilities/ Section 504	Students Identified as English Learners (EL)
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	<u>No</u> for English I, III, IV ² <u>Yes</u> for all other NCFEs	No ²
Student Reads Test Aloud to Self	Yes	Yes
Computer Reads Test Aloud—Student Controlled (online NCFEs only)	<u>No</u> for English I, III, IV ² <u>Yes</u> for all other NCFEs ³	<u>No</u> for English I, III, IV ² <u>Yes</u> for all other NCFEs ³
Test Administrator Reads Test Aloud (in English) ³	<u>No</u> for English I, III, IV ² <u>Yes</u> for all other NCFEs	<u>No</u> for English I, III, IV ² <u>Yes</u> for all other NCFEs
Large Print Edition	<u>No</u> for Online NCFEs ⁴ <u>Yes</u> for Paper/Pencil NCFEs	No
Magnification Devices	Yes	No
Multiple Testing Sessions	Yes	Yes
One Test Item Per Page Edition	<u>No</u> for Online NCFEs ⁵ <u>Yes</u> for Paper/Pencil NCFEs	No
Scheduled Extended Time	Yes	Yes
Student Marks Answers in Test Book	<u>No</u> for Online NCFEs <u>Yes</u> for Paper/Pencil NCFEs	No
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.

²Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the English I, III, and IV assessments invalidates test results because the tests measures reading skills. However, the student directions in the assessment guide must be read aloud or signed/cued to students during the English test administrations.

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

Administrator Reads Test Aloud and *Computer Reads Test Aloud—Student Controlled* accommodations. Students receiving the *Computer Reads Test Aloud—Student Controlled* accommodation must also receive the *Testing in a Separate Room* accommodation (one-on-one) unless using headphones.

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

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

Note: For additional information on testing accommodations for students with disabilities, refer to the *Testing Students with Disabilities* document and any published supplements or updates. The *Guidelines for Testing Students Identified as English Learners* document and any published supplements or updates provide additional information on accommodations and guidelines for testing students identified as EL.

N. North Carolina Alternate Assessments



North Carolina Alternate Assessments

This section contains information on the North Carolina Alternate Assessments.

- *NCEXTEND1*
- College and Career Readiness Alternate Assessment
- Alternate Access for ELLs



Students with *Only* Section 504 Plans

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

Students who have only a Section 504 Plan may participate in the standard test administration with or without accommodations as documented in their individual Section 504 Plan.

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

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

NCEXTENDI **Grades 3–8, 10, and 11**



***NCEXTENDI* Alternate Assessment Design**

The *NCEXTENDI* assessments of English Language Arts/Reading and Mathematics at grades 3–8; Science at grades 5 and 8; English II, NC Math 1, and Biology at grade 10; and Grade 11 are designed for students who have a severe intellectual disability. They are not designed for students who have a specific learning disability. The assessment process requires students to complete grade-level, performance-based, multiple-choice items. The *NCEXTENDI* alternate assessment items measure the content standards specified in the North Carolina *Standard Course of Study* Extended Content Standards for all assessed content areas. Each assessment is comprised of 15 items. Students are provided up to two opportunities to respond to each item, and items are scored on a 0–2 point scale.

Eligible Students



SBE policy [GCS-C-021](#) states that “all eligible students in membership (i.e., enrolled in a school) at grades 3 through 8 and 10 and in high school courses in which an end-of-course assessment is administered shall participate in the state assessment program adopted by the SBE. All students with disabilities who are included in membership, including those with Individualized Education Programs (IEPs) and those identified under Section 504 of the Rehabilitation Act of 1973, shall participate in the state assessment program using one of the following assessments as appropriate and as determined by the student’s IEP or Section 504 Plan:

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

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

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

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

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

Evidence for the decision to participate in ***NCEXTENDI*** must not be based on

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

Note: Students who meet the ***NCEXTENDI*** eligibility requirements and are also identified as ELs are exempt from the reading tests if they score below Level 4.0 Expanding on the reading subtest of the W-APT™ and are in their first year in U.S. schools. These students, however, are required to participate in the administration of the math and science assessments.

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

Testing Windows



The testing window for the *NCEXTENDI* Alternate Assessment at Grade 11 is February 28–March 14, 2017.

The testing window for all other *NCEXTENDI* Alternate Assessments (i.e., grades 3–8 and 10) is the final ten (10) instructional days of the school year. For school systems that were required to adjust their school schedules because of adverse weather conditions or other emergencies, the testing schedule should be adjusted to fall within the last ten days of the adjusted school year. Any student absent (i.e., not present) for the test administration must make up the 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 so that all makeups are completed within the ten-day testing window.

Exceptions: Per G.S. §115C-174.12(a)(4), exceptions to test outside the ten-day testing window, including makeup days, “shall be permitted to accommodate a student’s IEP and Section 504 Plans.”

Estimated Time for Test Administration



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

The *NCEXTENDI* alternate assessments may be administered over several days or may be completed in one session. If a student routinely uses *Multiple Testing Sessions* during classroom instruction and similar classroom assessments, this accommodation should be documented in the student’s IEP so appropriate planning and scheduling can take place before testing. *Multiple Testing Sessions* is most appropriately used when a student is purposefully scheduled to take the assessment in specifically timed increments (e.g., three items a day over five days, 15-minute testing sessions, etc.). Otherwise, built-in breaks identified in the assessment design are most appropriate. The test design for the *NCEXTENDI* alternate assessments allows breaks to be taken at any time during testing if the need arises, regardless of documentation in the student’s IEP. The assessor must use professional judgment to determine when a break is needed and what an appropriate length of time for a student’s test administration. All test materials shall remain secure during all breaks.

College and Career Readiness Alternate Assessments Grades 10 and 11



Purpose of the North Carolina College and Career Readiness Alternate Assessments at Grades 10 and 11

State Board policy [GCS-C-021](#) requires all students with disabilities to participate in the statewide testing program by taking the general state-mandated tests with or without available accommodations or by participating in North Carolina alternate assessments with or without accommodations. To participate in alternate assessments, students must meet eligibility criteria established by the NCDPI, and the decision to participate in the alternate assessments must be documented in the current IEP.

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

Eligible Students



To determine student participation in the CCRAA at grade 10 and grade 11, the following eligibility requirements must be considered:

CCRAA at GRADE 10 Only:

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

CCRAA at Grade 11 Only:

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

CCRAA at Grades 10 and 11:

- The student must have a current IEP.
- The student **DOES NOT** have only a current Section 504 Plan. Students with only Section 504 Plans (i.e., students who do not have a current IEP that designates participation in an alternate assessment) are not eligible for participation in any of North Carolina's alternate assessments. These students may participate in the standard test administration with or without accommodations as documented in their individual Section 504 Plans.
- The student, if identified as an EL, must also have a current IEP. EL students with current IEPs who score below level 4.0 Expanding on the reading subtest of the WIDA ACCESS Placement Test (W-APT™) and are in their first year in U.S. schools are not required to

be assessed on the English and Reading portions of the CCRAA assessments. These students are required, however, to participate in the tests of Math and Science on the CCRAA at Grade 10, and the tests of Math, Science, and Writing on the CCRAA at Grade 11.

- The student exhibits severe and pervasive delays in all areas of conceptual, linguistic, and academic development as well as in adaptive behaviors, including communication, daily living skills, and self-care.
- The student is following a course of study that, upon completion of high school, may not lead to admission into a college-level course of study resulting in a college degree (i.e., the Occupational Course of Study).
- The student **is not** receiving instruction in the North Carolina Extended Content Standards. (Students receiving instruction in the North Carolina Extended Content Standards may be eligible for the *NCEXTENDI* Alternate Assessments at Grades 10 and 11.)
- The student meets the criteria above AND has a written parental request for the administration of an alternate assessment (i.e., CCRAA or *NCEXTENDI*). Note: Decisions regarding which assessments a student with disabilities will participate in must be made annually by the IEP team. Therefore, students' current IEPs designating participation in an alternate assessment can serve as documentation of the written parental request.

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

Testing Windows

The testing window for the CCRAA at Grade 10 is October 1–31, 2016. The testing window for the CCRAA at Grade 11 is February 28–March 14, 2017.

Makeup Testing

Any student absent (i.e. not present) from the CCRAA at grade 10 or the CCRAA at Grade 11 test administration must make up the test. The LEA/charter school test coordinator will specify how makeup tests will be handled at the school and will schedule the dates and times for completing makeup tests in each school. All makeups must be completed during the testing window (i.e., October 1–31 for Grade 10, February 28–March 14 for Grade 11).

Administration Time and Number of Test Items

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

day (except for students with documented special needs requiring accommodations, such as *Multiple Testing Sessions*).

Breaks must not be extended for any reason (except for students with documented special needs requiring accommodations, such as *Multiple Testing Sessions* and *Scheduled Extended Time*). The tests are administered in a specific order (i.e., English first, followed by Math, Reading, and Science. [The CCRAA at Grade 11 contains a Writing test which appears last.]) Students must not stop when they complete the questions for a subject-area section; they must continue working on the test questions until the test is completed or until time is called.

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

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

For best practices, the North Carolina Testing Program strongly recommends schools schedule the CCRAAs so they do not interfere with lunch or bus schedules. All students, including students with special needs requiring accommodations, such as *Scheduled Extended Time*, must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.

In rare cases in which students must leave the testing area for lunch, the test administrator must paper clip test books so students cannot go back to previously attempted questions. See *Paper Clipping Test Books* in Section G of this guide for policy and procedures test administrators must follow before students leave the testing area for lunch.



Scoring and Reporting

Students' scores from the CCRAA at grade 11 are included in participation of the ACT administration for accountability reporting but are not included for performance.

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

Answer sheets to be scored for the CCRAA at Grade 10 must be scanned and scored locally. (Charter schools must return those Grade 10 CCRAA answer sheets that are to be scored to the RAC for scanning and scoring.)

LEA/charter school answer sheets that are to be scored for the CCRAA at Grade 11 must be shipped to TOPS for scanning and scoring. TOPS will return the scored test records electronically to the NCDPI within seven (7) business days of starting the scoring process. LEAs/charter schools should allow approximately eight (8) business days from the time TOPS receives the answer sheets to receive the test records.

Alternate Access for ELLs®



The Alternate ACCESS for ELLs is an option to the administration of the ACCESS for ELLs 2.0 test for students in grades 1–12 who are classified as English language learners (ELLs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs 2.0 assessment. The Alternate ACCESS for ELLs is designed for only a small population of ELLs who meet specific eligibility criteria.

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

Features of the Assessment

- The Alternate ACCESS for ELLs is similar to the general ACCESS for ELLs 2.0 in that it has four assessment domains (i.e., Listening, Reading, Writing, and Speaking).
- The Listening and Reading Sections consist of multiple-choice questions.
- The Writing and Speaking Sections prompt the student for a constructed response.
- Separate test forms are available for each grade-level cluster.
- All sections are adaptive, meaning that test items are presented until the student reaches his/her performance “ceiling.”
- All test sections are hand scored by the test administrator; each item must be scored before moving on to the next item.
- Students are provided with additional opportunities to demonstrate their English language proficiency through scripted cues in the Listening and Reading Sections and auxiliary questions in the Speaking Section.
- Modeled tasks are included in the Writing Section that allow students to observe the test administrator perform the task before trying it.
- Other unique features of the test include simplified language, repetition of questions, increased graphic support, and larger testing materials.

Eligibility Criteria



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

- The student has a current IEP that reflects the student meets the eligibility criteria for the Alternate ACCESS for ELLs.
- The student is instructed using the North Carolina Extended Content Standards in **all** assessed areas (i.e., English Language Arts/Reading, Mathematics, and Science).
- The student has a significant cognitive disability.
 - The student’s disability significantly impacts adaptive behaviors, defined as those skills which are essential for someone to live and function independently.

- The student requires extensive and repeated individualized instruction and support to make meaningful gains.
- The student uses substantially adapted materials and individualized methods of accessing information in alternative ways.
- The student's ACCESS for ELLs scores from the prior year yielded NA across any or all domains or yielded a composite score of less than 2.0. (If scores are 2.0 or above, the student does **not** qualify for the Alternate ACCESS for ELLs and must continue to take the regular ACCESS for ELLs 2.0.)
- If the student does not have ACCESS for ELLs scores from the prior school year, the student's WIDA ACCESS Placement Test (W-APT™) results must have a proficiency level of 1 in all applicable domains.

Identification



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

Training



The Division of Accountability Services will work with WIDA to provide training to all prospective administrators of the Alternate ACCESS for ELLs. Information on training options will be sent to LEA and ESL coordinators. Qualifications for test administrators are the same as those listed in *the WIDA ACCESS for ELLs—North Carolina Policy and Procedure Guidance for Annual Testing 2016–17*.

Test Materials

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

Scoring



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

O. National Assessment of Educational Progress (NAEP)

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

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

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

Participation and Sampling

In accordance with the *Every Student Succeeds Act (ESSA)* signed by President Obama on December 10, 2015, NAEP administrations in reading and mathematics (beginning in 2003) are required at grades 4 and 8 every other year in all states. In North Carolina, SBE policy GCS-A-001 requires all selected schools to participate in the NAEP; however, at the student level, participation in the NAEP is voluntary. *ESSA* allows either students or parents to refuse to participate.

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

NAEP Test Results

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

assessments. These grades and ages were selected because they represent critical junctures in academic achievement.

NAEP Assessment Schedule

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

Additional Information on NAEP

For more information on NAEP, visit <http://nces.ed.gov/nationsreportcard/>, <http://nces.ed.gov/nationsreportcard/about/schools.aspx>, or <http://www.dpi.state.nc.us/accountability/policies/naep/naep>.

P. Field Testing

Field Testing



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

The purpose of field testing is to collect data required for developing tests and determining scales for the scoring of student tests. Results from field tests are not be used to evaluate individual students. Results from field testing provide valuable information regarding

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

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

General Statute §115C-174.12(a): Responsibilities of Agencies



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

1. Schools shall devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning;
2. Students in a school shall not be subject to field tests or national tests during the two-week period preceding the administration of end-of-grade tests, end-of-course tests, or the school's regularly scheduled final exams; and

3. No school shall participate in more than two field tests at any one grade level during a school year.”

“The Superintendent shall notify local boards of education by October 1 of each year of any field tests that will be administered in their schools during the school year, the schools at which the field tests will be administered, and the specific field tests that will be administered at each school . . . Local boards of education shall cooperate with the State Board of Education in implementing the provisions of this Article, including the regulations and policies established by the State Board of Education.”

Q. ACT



The NCDPI has entered into a partnership with ACT, a not-for-profit organization that provides educational assessment, research, information, and program management services. All North Carolina tenth-graders take the PreACT and eleventh-graders take the ACT[®]. Some students also take the ACT WorkKeys[®] assessment. These assessments measure what students have learned in their courses and help educators identify the information that students still need to learn to succeed in college or a career.

PreACT[®]

- The PreACT is administered to all tenth-graders.
- The PreACT simulates the ACT testing experience by providing students early exposure to ACT test-quality questions and the same predictive ACT score ranges on a 1–36 scale.
- The PreACT assessment includes four multiple-choice tests: English, math, reading, and science (no writing).
- The PreACT is designed to help parents and educators identify areas where students may need additional academic support or remediation. PreACT can also help strategic conversations between parents and schools regarding dual enrollment decisions, identifying curriculum gaps, implementing interventions on behalf of students, and choosing Advanced Placement classes.
- The test window for administration is October 3–31, 2016.

ACT[®]

- The ACT is a curriculum- and standards-based assessment that evaluates eleventh-grader's general learning outcomes in English, mathematics, reading, science, and writing.
- The English, mathematics, reading, and science tests are multiple-choice tests.
- The ACT writing test complements the English test. The combined information from both tests tells postsecondary institutions about students' understanding of the conventions of standard written English and their ability to produce a direct sample of writing.
- The ACT is used as a college admissions and placement test and is accepted by all four-year colleges and universities in the United States.
- For paper-and-pencil administrations, the initial test date for the ACT is February 28, 2017. The makeup date is March 21, 2017.
- For online administrations of the ACT, the testing window is February 28–March 14, 2017.
- The ACT accommodations testing window is February 28–March 14, 2017.
- Results from the statewide administrations of the ACT are available at <http://www.ncpublicschools.org/accountability/act/>.

ACT WorkKeys[®]

- Students who are identified as Career and Technical Education concentrators are required to complete the ACT WorkKeys assessments.

- The three ACT WorkKeys assessments—Applied Mathematics, Locating Information, and Reading for Information—are the basis of the National Career Readiness Certificate program.
 - The Applied Mathematics test measures the skill people use when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems and do the types of calculations that actually occur in the workplace. The test is designed to be taken with a calculator.
 - The Locating Information test measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or to insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics.
 - The Reading for Information test measures the skills people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations.
- Students who achieve qualifying scores on the Applied Mathematics, Reading for Information, and Locating Information assessments can earn a National Career Readiness Certificate as well as a North Carolina Career Readiness Certificate at the Bronze, Silver, Gold, or Platinum levels of readiness. Certificates provide employers with proof that students have the skills needed to do the jobs available.
- The ACT WorkKeys online administrations occur November 14, 2016–February 17, 2017.
- The ACT WorkKeys paper-and-pencil standard and accommodated administrations occur December 5–9, 2016, and February 6–17, 2017.
- Results from the statewide administrations of ACT WorkKeys are available at <http://www.ncpublicschools.org/accountability/act/>.

ACT Test Exceptions

State Board Policy GCS-C-021 mandates all eligible students in membership, (including students with disabilities and ELs) must participate in required testing. Students cannot opt out of any of the ACT tests.

In rare cases, students, deemed medically fragile because of a significant medical emergency and/or condition and are unable to participate in a specific test administration may be granted a medical exception. The principal or ACT designated test school test coordinator must contact the school system test coordinator for procedures on how to request a medical exception. All medical exceptions must be approved by the Division of Accountability Services/North Carolina Testing Program. Each year the NCDPI sends a letter to the school system outlining the procedures to follow when requesting a medical exception. See the Process for Requesting Testing Exceptions Based on Significant Medical Emergencies and/or Conditions documents for additional information on requesting a medical exception.

Additionally, students who meet the eligibility requirements may qualify for an ACT or WorkKeys test exemption. The ACT Testing Exception Process, The ACT Testing Exception Request Form, Sample Parent Letter for the ACT Testing Exception, the ACT WorkKeys Testing Exception Process, the ACT WorkKeys Testing Exception Request Form, and the Sample Parent Letter for the WorkKeys Testing Exception can be found in Section U, the Miscellaneous Forms and Notices section of this Guide.

R. Testing News Network (TNN)



As a service of the NCDPI, the Testing News Network (TNN) is the information source of the testing program of North Carolina Public Schools. Its development began in August of 1995 and is supported by the Technical Outreach for Public Schools (TOPS) at North Carolina State University. Its dual missions are to

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

Information is placed on the TNN for electronic access by LEA test coordinators, NCDPI Accountability staff, and the TOPS staff at North Carolina State University. Persons other than these must obtain written permission from the NCDPI Division of Accountability Services to access and use of this information.

S. Resource Documents



Policies and Procedures for Students Receiving Services at a Visited School

Accountability policies and procedures regarding students receiving services at a visited school apply to all public school students in grades K–12.

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

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

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

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

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

The policies and procedures for reporting test results apply.

- If there is a base school, test results go back to the base school and are included in the accountability results of the base school.

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

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

Definition of Terms

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

Cross-Enrolled Students—*A cross-enrolled student's test results are included in the accountability results at the base school.*

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

- The base school should have a master schedule for the cross-enrolled student. The master schedule for the cross-enrolled student should
 - include all classes/courses taken at the base school and include each class/course taken at the visited school; and
 - use appropriate state course codes.
- The base school is responsible for ensuring the cross-enrolled student is administered all required state tests.
- If the visited school administers a state test to the cross-enrolled student, the visited school returns the student's test results (i.e., EOC and EOG) to the base school where they are included in the accountability results.
 - For paper-and-pencil administrations, the answer sheet, which contains the student's responses, must be scored under the base school's header sheet and included in its accountability results.

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

There are several contexts in which a student may be a visiting student (i.e., attending a school without a base school). For accountability purposes, the visited school should adhere to the following procedures for students who are visiting but do not have a base school:

- PowerSchool should record the student as visiting and not in ADM.
- The visited school should have a master schedule for the student. The master schedule for the student should
 - include all courses taken at the visited school, and
 - use appropriate state course codes.
- The visited school is responsible for ensuring the student is administered all required state tests.
- If the visited school administers a state test to the student, the student's test results (i.e., EOC and EOG) remain at the visited school and are included in the visited school's accountability results.
 - For paper-and-pencil administrations, the answer sheet, which contains the student's responses, must be scored under the visited school's header sheet and included in its accountability results.

Examples for Clarification

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

1. **Foreign Exchange Students:** The LEA is responsible for ensuring all required state tests are administered to foreign exchange students. The student is enrolled in a visited school as a visitor and not counted in ADM. Test results remain at the visited school and are included in the visited school's accountability results.
2. **Private School or Home-Schooled Students:** The LEA agrees to allow a private school or home-schooled student to take a class(es)/course(s) at the visited school. The LEA is responsible for ensuring all required state tests are administered to the visiting student. Because there is no base school, test results remain at the visited school and are included in the visited school's accountability results.
3. **Nondomiciliary Students Attending an NC School Pursuant to an Agreement with an LEA:** In some instances, pursuant to an agreement with the LEA, students may be admitted to a North Carolina school in which they are not domiciliary. For example, a student's family may live in Virginia and one of the parents teaches in North Carolina. The parent brings his/her child (pursuant to an agreement with the LEA) to attend the school in which he/she teaches. The student is not reported in ADM but is eligible to take state tests. The LEA is responsible for ensuring all required state tests are administered to the student. Test results are used for accountability results at the visited school. Note: *The student is eligible for a North Carolina high school diploma.*

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

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

5. **Special Education Services:** Local educational agencies furnishing special education and related services to children with disabilities may contract with community residential centers, developmental day centers, or contracted service providers to furnish services that the public providers are unable to furnish (pursuant to General Statute § 115C-111.2).

Title IX Part A, Section 9101 of the Every Student Succeeds Act (ESSA) states:

“(D) CHILDREN WITH DISABILITIES. If a local educational agency makes a tuition payment to a private school or to a public school of another local educational agency for a child with a disability, as defined in section 602 of the Individuals with Disabilities Education Act, the Secretary shall, for the purpose of this Act, consider the child to be in attendance at a school of the agency making the payment.” The child is not considered to be in attendance at a school of the agency receiving the payment.

All agencies not associated with local school administrative units, the Department of Health and Human Services, or the Division of Juvenile Justice must meet standards that apply to state and local educational agencies and secure the rights the students would have if served by the state or local educational agency [State Board of Education policy GCS-D-003 (16 NCAC 6H .0105)]

- a. **Community Residential Centers:** Pursuant to General Statute § 115C-366 (a1) children living in and cared for and supported by an institution established, operated, or incorporated for the purpose of rearing and caring for children who do not live with their parents are considered legal residents of the local education agency (LEA) in which the institution is located. These children are eligible for admission to the public schools of the local school administrative unit as provided in this section. Additional information that outlines in more detail the steps community residential centers are to follow are located in this handbook under the section titled *Community Residential Centers—Testing Policy*.

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

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

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

Example: If an LEA has made a free and appropriate public education available in an LEA and the parents of a child elect to place the child in a developmental

day center for educational services, the LEA is not responsible for the cost of education, nor is the student required to be tested.

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

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

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

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

- e. If the parent/legal guardian contracts with the LEA for a course, then the student needs to be tested. The LEA is responsible for ensuring all required state tests are administered to the visiting student. Because there is no base school, test results remain at the visited school and are included in the visited school's accountability results.

- f. In a situation in which North Carolina publicly places a student in a private facility during the school year, the LEA and base school are responsible for ensuring all required state tests are administered.

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

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

Example: During the summer of 2016, ten students from School A, School B, and School C attend summer school at School C. At the end of summer school, the students take the EOC tests for their respective courses. Before scoring the answer sheets for each EOC test, they are grouped under a header sheet for the base school they attended during spring 2016 (i.e., header sheet for School A,

header sheet for school B, or header sheet for School C). Test results count in the 2016–17 accountability year for the school students attended in spring 2016.

7. **Clustered EC Students:** It is an LEA's decision as to where test results from clustered students with disabilities with current IEPs will count for accountability purposes. The LEA will need to electronically identify (using the cluster file) the appropriate schools for these students' test results before the opening of the testing window.
8. **Hospital/Homebound:** Educational services for hospital/homebound students are typically provided at a home or hospital by LEA/school personnel. If a student is confined at home or in a hospital, is unable to attend the base school, and is receiving homebound instruction from his/her base school/LEA, the student is considered hospital/homebound. Once LEA/school personnel have made contact (i.e., a face-to-face meeting) with the student to provide instruction, the student should be counted present for the span of time during which regularly scheduled hospital/homebound instructional services are delivered. (Supporting documentation should be maintained at the school.) The base school is responsible for ensuring that all required state tests are administered. Medical exceptions can be submitted, if appropriate. For accountability purposes, the test results of a hospital/homebound student must be included in the accountability results at the base school.
9. **Virtual Public Schools (NCVPS):** The NCVPS is not responsible for administering state tests. The base school is responsible for administering all required state tests. Test results shall be included in the accountability results at the base school.
10. **Learn and Earn Early College High Schools:** Learn and Earn Early College High Schools provide students with the opportunity to complete high school with a high school diploma and an associate's degree or two years of transferable credit at no cost to the student. In order to participate in Learn and Earn, students must meet the course prerequisites set by the participating college or university. The base school is responsible for administering all required state tests. Test results shall be included in the accountability results at the base school. The graduation data is reported for the school where the student is included in ADM.
11. **Community College Courses:** A public school student taking a community college course must be enrolled with the appropriate state course code designated for community college courses. Community college officials have the responsibility for verifying eligibility and acceptance of the articulated course or courses on a student's high school transcript. For credit to be awarded in any individual course, all criteria of the Commission on College, Southern Association of Colleges and Schools (SACS) must be met. The base school is responsible for administering all required state tests. Test results shall be included in the accountability results at the base school.
12. **Teacher-in-Treatment Programs:** Teacher-in-Treatment Programs are located at centers across the state that students go to, but the centers are not affiliated with an LEA. Students who are participating in a Teacher-in-Treatment Program should remain in membership in their base school. Days of participation at the center should be posted as absences. The base school is responsible for administering all required state tests. Test results shall be included in the accountability results at the base school.

13. **North Carolina Department of Public Safety Division of Juvenile Justice (DJJ):** The DJJ facilities are responsible for administering all required state tests. Scores are not included in accountability results.
14. **Extended Day Program.** For students who attend an extended school day program and are in membership at a base school, the base school is responsible for administering all required state tests. Test results shall be included in the accountability results at the base school.
15. **Vocational and Career Centers:** Students can take special vocational courses as well as academic courses at Vocational and Career Centers. The student must be enrolled in the course at the base school. The base school is responsible for administering all required state tests, and test results shall be included in its accountability results.
16. **Schools Housed in the Same Building:** There are several instances where two schools, each having different school codes, are housed in the same building (e.g., a S.T.E.M. school and a traditional school). For example, school A has school code XXX and school B has school code YYY. If a student is enrolled in school A and walks down the hall to take a class in school B, the student should be cross-enrolled at school B. School A assumes responsibility for the education of the student and must ensure the student is administered all required state tests. Test results shall be included in the accountability results at school A, which is the base school.

Community Residential Centers—Testing Policy



Children living in and cared for and supported by an institution established, operated, or incorporated for the purpose of rearing and caring for children who do not live with their parents are considered legal residents of the local school administrative unit in which the institution is located. These children are eligible for admission to the public schools of the local school administrative unit as provided in this section. All required state tests must be administered to these students. Test results are used for accountability results at the base school.

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

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

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

to the Comprehensive Exceptional Children Accountability System (CECAS) (the district assumes responsibility for test security). For community residential center employees who are trained as test administrators but have not been given access to CECAS, the LEA test coordinators must make arrangements to provide community center teachers with the necessary student accommodation information for testing purposes.

Released Test Forms



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

Released test forms are not used as part of routine test administrations provided by school systems. Released test forms, released test items, and supplemental information for EOG, EOC, and *NCEXTENDI* assessments may be found on the NCDPI website at the following address: <http://www.ncpublicschools.org/accountability/testing/releasedforms>. Released test forms and released items for the NCFEs may be found at <http://www.ncpublicschools.org/accountability/common-exams/released-items/>.

Released forms for assessments available for online administrations can also be found in the NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App with required security measures. These versions allow students and staff to navigate through the online assessment environment.



Assessment Briefs

Assessment Briefs are publications that contain information related to testing and accountability. Assessment Briefs can be found on the NCDPI's website at the following address: <http://www.ncpublicschools.org/accountability/testing/shared/abriefs>

NC School Report Cards

The North Carolina School Report Cards provide information about K–12 public schools (including charter and alternative) for local school systems and for the state.

Each report card includes a school or district profile and information about student performance, safe schools, access to technology, and teacher quality. By reviewing report card data, parents and others can learn more about school progress and resources.



North Carolina State Board of Education Policy Manual

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

- Globally Competitive Students (GCS Series)
- Twenty-First Century Professionals (TCP Series)
- Healthy Responsible Students (HRS Series)
- Twenty-First Century Systems (TCS Series)
- Strong Family, Community, and Business Support (FCB Series)



Reports of Student Performance

Reports of Student Performance for the EOG and EOC tests are published annually in one publication, the Green Book. Disaggregated State, School System (LEA), and School Performance data are available at <http://www.ncpublicschools.org/accountability/reporting/leaperformancearchive/>.

READY Accountability Model information and results are available at <http://www.ncpublicschools.org/accountability/reporting/>. The North Carolina SAT Report and Advanced Placement (AP) results are available at <http://www.ncpublicschools.org/accountability/reporting/sat/>. Results from the ACT and ACT WorkKeys administrations are available at <http://www.ncpublicschools.org/accountability/act/>. The annual academic achievement of American Indian students is available at <http://www.ncpublicschools.org/americanindianed/reports/>.

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

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



North Carolina's Implementation Guide for Credit by Demonstrated Mastery (CDM)

North Carolina's *Implementation Guide for Credit by Demonstrated Mastery* (CDM) offers specific implementation guidelines for the SBE policy Credit by Demonstrated Mastery (GCS-M-001[8]), addressing how students are able to earn course credit in a manner that does not require specific seat-time requirements. The *Implementation Guide for Credit by Demonstrated Mastery* is provided by the SBE and the NCDPI to help districts and schools implement the CDM policy for the benefit of students across the state. The *Implementation Guide for Credit by Demonstrated Mastery*, Frequently Asked Questions, and the CDM Toolkit may be found on the NCDPI's Credit by Demonstrated Mastery wiki at <http://cdm.ncdpi.wikispaces.net/>.

T. Contact Information



Regional Accountability Coordinators (RACs)

Contact Information

Regional Computing Consultants Directory (RCCs)

Contact Information

NCDPI Accountability Services Directory

Mailing Address, Physical Address, General Phone Numbers

Director's Office Staff Directory

Test Development Staff Directory

Testing Policies and Operations Staff Directory

Education Directory: Public Schools of North Carolina

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

EDDIE—Public Schools of North Carolina

The Educational Directory and Demographical Information Exchange (**EDDIE**) is an online application containing LEA and school information such as LEA numbers, school numbers, administrative contacts, school types, grade levels, calendar types, program types, addresses, and more. This information is maintained and edited by subscribed users at the LEAs and charter schools.

U. Miscellaneous Forms and Notices



Accommodation Notification Request Form

The Accommodation Notification Request Form is to be used when an IEP Team or Section 504 Committee determines a student needs a testing accommodation other than those specifically described in the *Testing Students with Disabilities* publication. This form must be received by the NCDPI within thirty (30) days of the IEP Team's or Section 504 Committee's decision or at least three weeks before the test administration, whichever occurs first. This is essential to allow adequate time to review whether use of the accommodation will result in valid test scores and for the LEA to receive a response, which may have an impact on IEP Team/Section 504 Committee final decisions. If the request involves special formatting or printing of the test, it is important the requests are received even earlier to allow sufficient time for the formatting/printing process. The Accommodation Notification Request Form can be downloaded or submitted electronically on the Testing News Network (TNN) ordering system.

Process for Requesting Testing Exceptions Based on Significant Medical Emergencies and/or Conditions

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

Review of Accommodations Used During Testing Form Procedure and Process Guide

The *Review of Accommodations Used During Testing* and *Review of Accommodations Used During NCEXTEND1 Testing* forms are available on the Testing News Network (TNN) Assessment Guides and Publications page, and are available for download at <http://www.ncpublicschools.org/accountability/policies/accom> under the Forms section. A process guide for the *Review of Accommodations Used During Testing* forms is also available along with the forms at <http://www.ncpublicschools.org/accountability/policies/accom>.

Sample Screenshot of Report of Testing Irregularity

All reports of testing irregularities are submitted via the Online Testing Irregularity Submission System (OTISS). Different incidents must be documented on separate reports of testing irregularities even when the incidents occur during the same test administration in the same room.

Part One

North Carolina Online Testing Irregularities Submission System (OTISS) Logout

Home / New/Pending Irregularities / Submitted Irregularities / **Report an Irregularity** / Manage Permissions

Add an Irregularity

Enter irregularity information; then click on the "Submit Irregularity" button.

Your Name:

Your Phone Number: *Phone number must be in the form (999) 999-9999.*

Irregularity Description:

SAMPLE

Date the Irregularity Occurred:

Assessment:

School Name:

Done oae.dpi.state.nc.us

Sample Screenshot of Report of Testing Irregularity

Part Two

North Carolina Online Testing Irregularities Submission System (OTISS) Logout

Irregularity Classification Apply Changes Cancel

IrregularityType : 999 - Not Yet Determined
(Consult the attached list if necessary for proper coding.)

Misadministration : No
 Yes

Further Action needed : No
 Yes

Explain what/why further action is needed/not needed : **SAMPLE**

Retest : No
 Yes

Explain why no retest is required :

Done oae.dpi.state.nc.us

School Test Coordinator Testing Irregularity Investigation Checklist

OTISS Testing Irregularity ID #:
School System Name:
School Name:

Description of Action	Expected Completion Date*	Start Date	Completion Date
1. Contact LEA TC immediately and inform the principal	Day of the testing irregularity or date incident identified		
2. Collect or secure evidence (e.g., test books, answer sheets, computers, cheat sheets, classroom displays, etc.)	Day of the testing irregularity or date incident identified		
3. Review testing irregularity form completed by the person reporting the incident, attached notes to form, if applicable	Day of the testing irregularity or date incident identified		
4. Interview all parties involved <ul style="list-style-type: none"> • Interview session should include at least two member of the administrative staff • All questions should be carefully structured so that comprehensive facts are gathered • The interviewer's questioning tactics and tone should be of an objective nature (not accusatory) 	Day of the testing irregularity or date incident identified		
5. Request written and signed statements from all parties involved	Day of testing irregularity or date incident identified		
6. Draft a summary of the incident and include the investigation's findings	Day 2		
7. Retain a copy of all documents for your records	Day 2		
8. Submit copies of all documents to the LEA test coordinator	Day 2		
9. Assist the LEA test coordinator in the investigation	As directed		

* Estimated time to complete investigation is two days.

_____ School Test Coordinator's Name	_____ Signature	_____ Date
_____ Principal's Name	_____ Signature	_____ Date
_____ Superintendent's Name	_____ Signature	_____ Date

According to State Board of Education policy GCS-A-010, the Testing Code of Ethics, any person who learns of any breach of security, loss of materials, failure to account for materials, or any deviation from required security procedures shall immediately report that information to the principal, building level test coordinator, school system test coordinator, and state level test coordinator.

LEA Testing Irregularity Investigation Checklist

OTISS Testing Irregularity ID #:
School System Name:

Description of Action	Expected Completion Date*	Start Date	Completion Date
1. Contact RAC immediately	Day of testing irregularity		
2. Submit testing irregularity form(s) in OTISS (completed by the person(s) reporting the incident)	Day of testing irregularity		
3. Collect or secure evidence (e.g., test books, answer sheets, computers, cheat sheets, classroom displays, etc.)	Day of testing irregularity		
4. Obtain written and signed statements from all parties involved	Day 3		
5. Interview all parties involved <ul style="list-style-type: none"> • Interview session should include at least two members of the administrative staff • All questions should be carefully structured so that comprehensive facts are gathered • The interviewer's questioning tactics and tone should be of an objective nature (not accusatory) 	Day 3		
6. Draft a summary of the incident and include the investigation's findings and any disciplinary actions that resulted from the incident	Day 3		
7. Provide a follow-up training session for appropriate personnel	Day 5		
8. Review the <i>Testing Code of Ethics</i> with all appropriate personnel	Day 5		
9. Draft an action plan with the school test coordinator identifying strategies that would prevent reoccurrence of the incident or a similar incident	Day 5		
10. Submit documents identified above in rows 2, 3, 4, 6, and 9 to the NCDPI by receipted mail and include as the cover sheet this form complete with dates and signatures	Day 5		
11. Retain a copy of all documents for your records	Day 5		

* Estimated time to complete investigation is five days.

_____ Principal's Name	_____ Signature	_____ Date
_____ LEA Test Coordinator's Name	_____ Signature	_____ Date
_____ Superintendent's Name	_____ Signature	_____ Date

According to State Board of Education policy GCS-A-010, the Testing Code of Ethics, any person who learns of any breach of security, loss of materials, failure to account for materials, or any other deviation from required security procedures shall immediately report that information to the principal, building level test coordinator, school system test coordinator, and state level test coordinator.

Action Plan

Implementation Site:

Plan Composed By:

I. Identification of Problem Areas & Corrective Actions

A. Purpose:

B. Summary of Actions Steps/Target Dates:

C. Goal(s):

II. Definition of Roles and Responsibilities

A. Implementation Facilitator's Name _____
Description of Responsibilities:

B. Assignments of Responsibilities:

Name _____ Responsibilities:

Name _____ Responsibilities:

Name _____ Responsibilities:

III. Evaluation Criteria

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

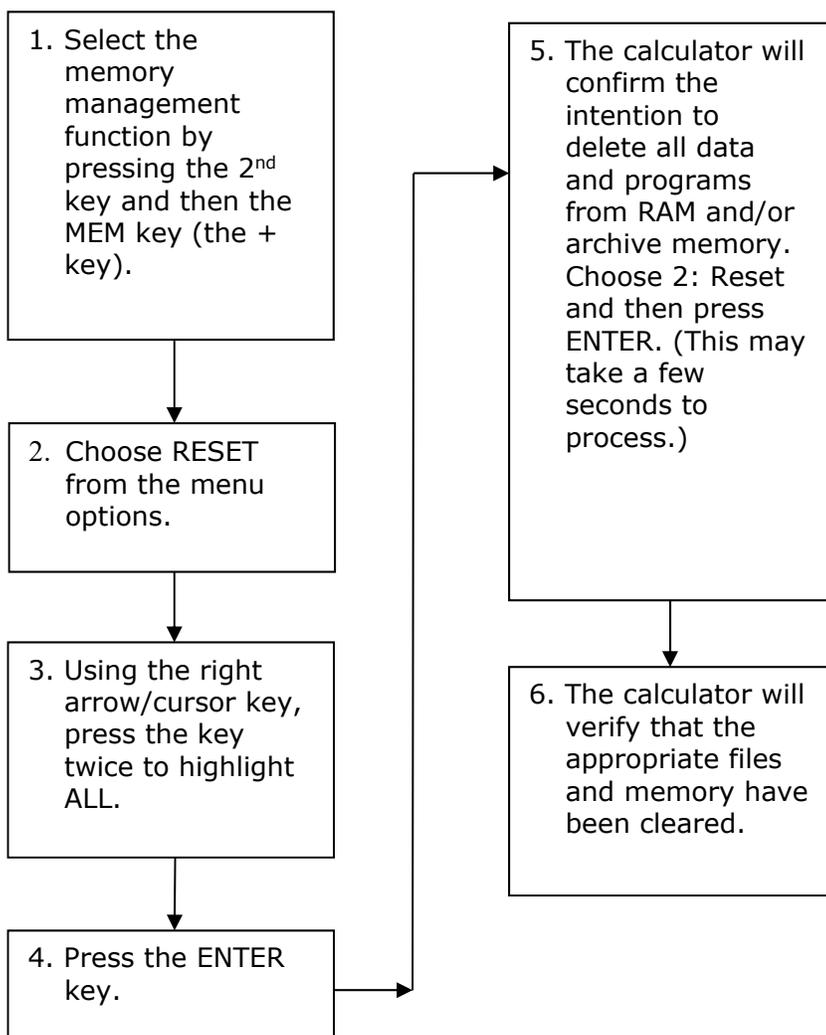
B. Follow Methodology (e.g., distribution of fact sheets /resources, activity logs, training sessions, quarterly needs assessments, etc.)

Methods for Clearing Calculators

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.

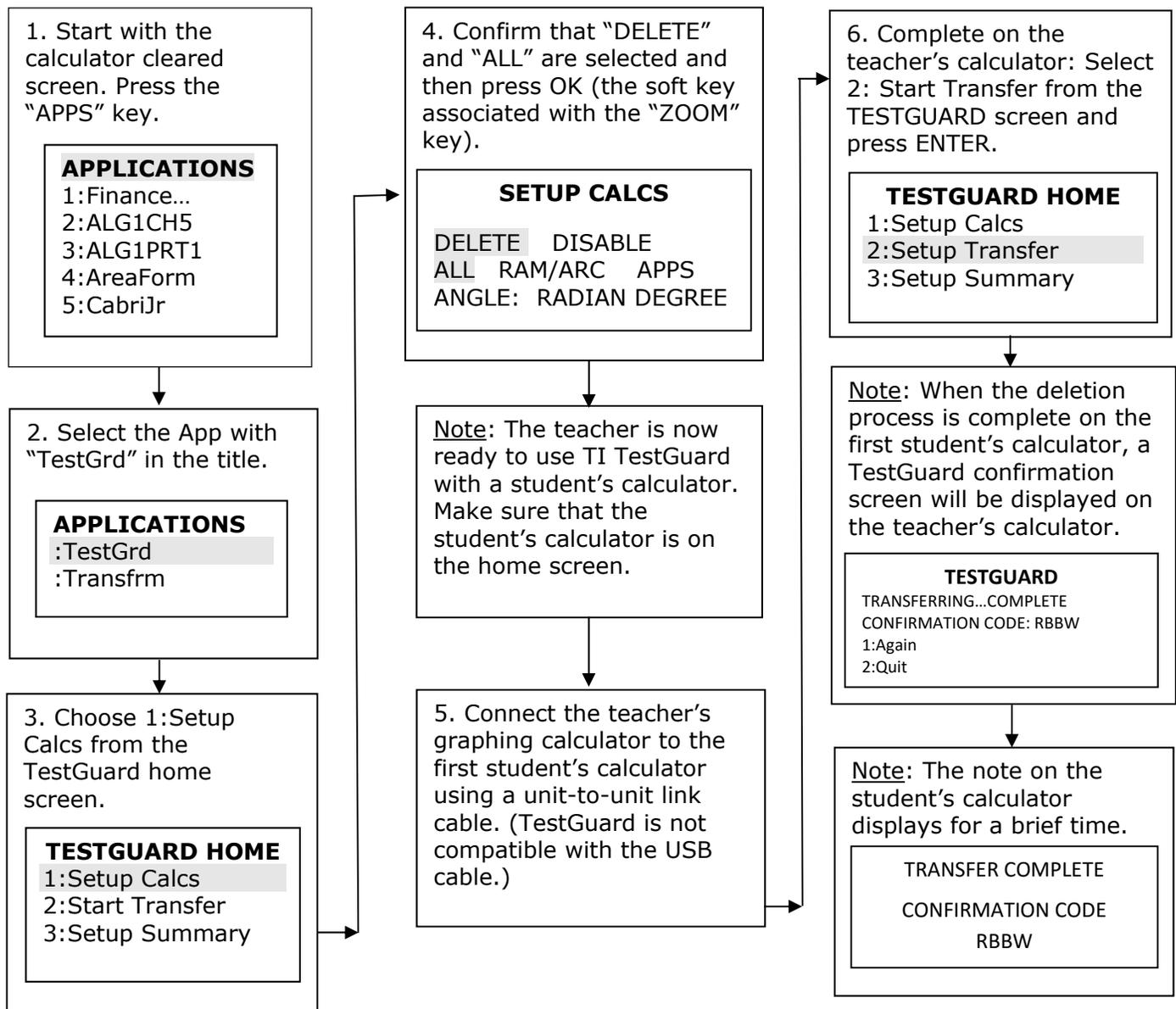
TI-81

Press 2nd and then Reset. Select Reset.

**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.



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

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

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

Before Testing:

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

```

NORMAL FLOAT AUTO REAL RADIAN MP
TEST MODE
RESET OPTIONS
DISABLE APPS & PROGRAMS
DISABLE Pic & Image VARS
ANGLE: RADIAN DEGREE
STAT DIAGNOSTICS: ON OFF
DISABLE logBASE: YES NO
DISABLE  $\Sigma($ : YES NO
[ESC] [OK]
    
```

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

```

NORMAL FLOAT AUTO REAL DEGREE MP
TEST MODE ENABLED
RESET COMPLETE
APPS & PROGRAMS DISABLED
Pic & Image VARS DISABLED
ANGLE: DEGREE
STAT DIAGNOSTICS: ON
DISABLE logBASE: NO
DISABLE  $\Sigma($ : NO
RAM is RESET
Press any Key...
    
```

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.

```

NORMAL FLOAT AUTO REAL DEGREE MP
TEST MODE ENABLED
TEST MODE
APPS
DISABLED
LINK-RECEIVE L1
(OPTIONAL FILE)
TO RESTORE
Press any Key...
    
```

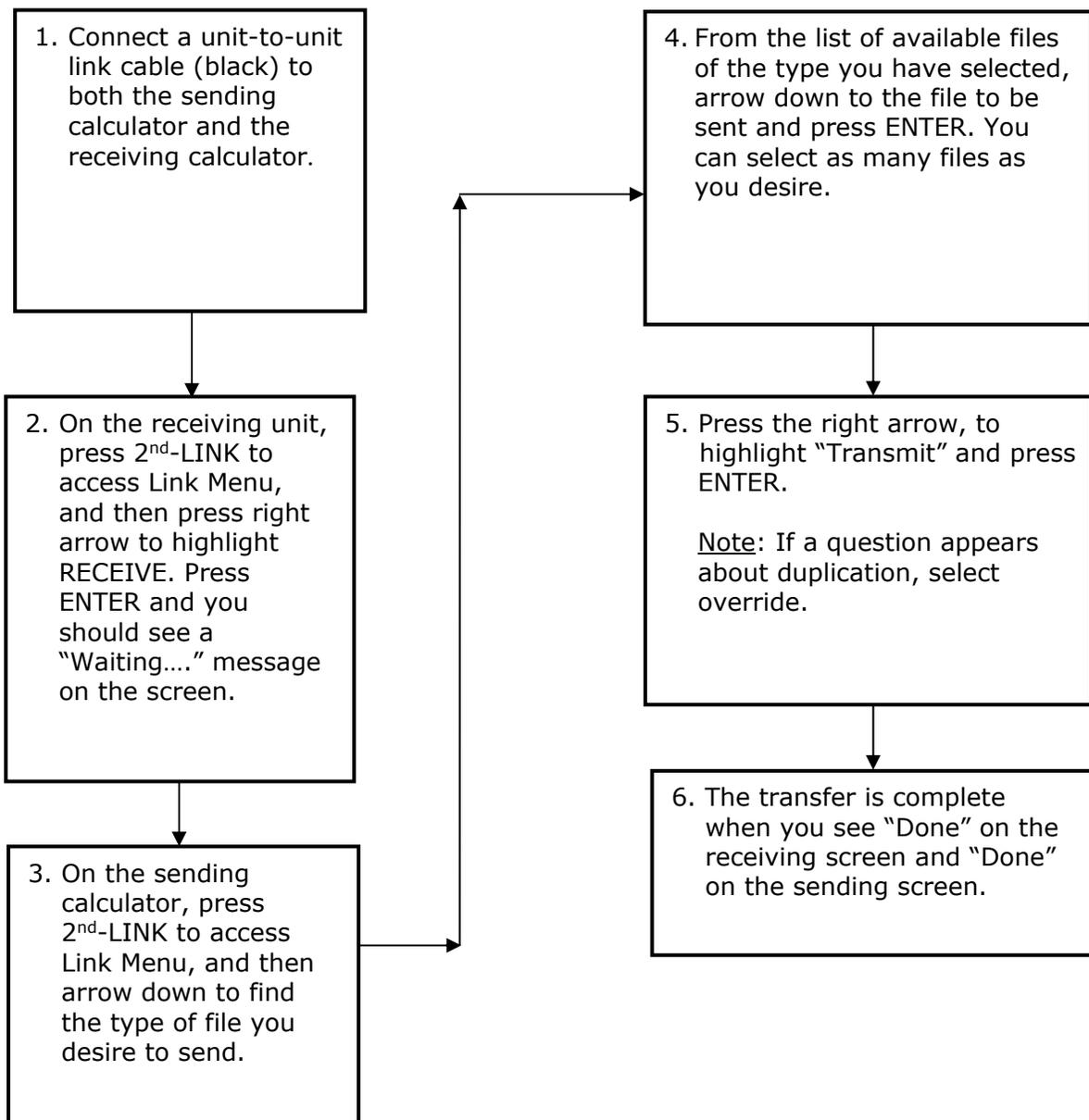
After Each Test Administration:

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

How to Restore Files That Were on Calculators before the Reset

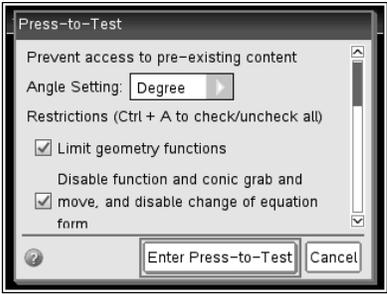
To Be Completed at the Conclusion of Testing:

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.



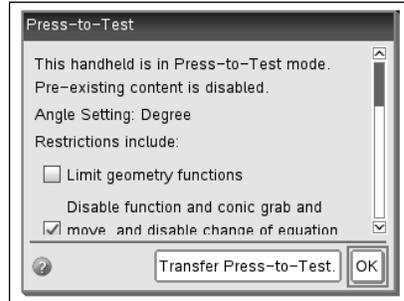
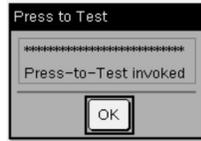
TI-Nspire and TI-Nspire CX Press-to-Test Mode Keystrokes

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>	

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

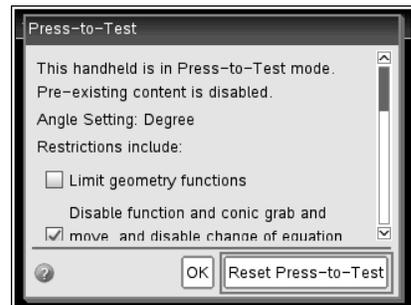
(Dialogue box on older models)



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

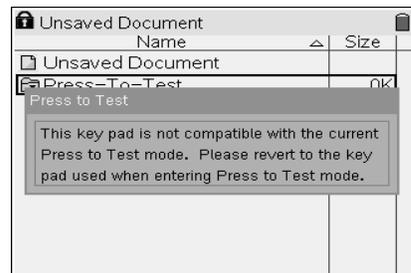
Restoring the calculator from Press-to-Test mode will delete the documents created during testing mode and restore all previous working documents.

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



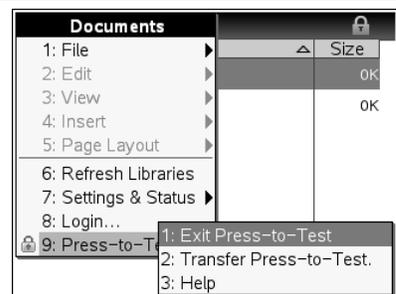
7. SECURITY:

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



Exiting Press-to-Test mode:

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



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.

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 checked="" type="checkbox"/> Read Everything <input type="checkbox"/> Other	Example: Yes	Example: <i>Test administrator read the entire test aloud. Student followed along while the test administrator read aloud.</i>
<input type="checkbox"/> Braille Edition		
<input type="checkbox"/> Large Print Edition		
<input type="checkbox"/> One Test Item Per Page Edition		
<input type="checkbox"/> Assistive Technology Devices Specify:		
<input type="checkbox"/> Braille Writer/Slate and Stylus (and Braille Paper)		
<input type="checkbox"/> Cranmer Abacus		
<input type="checkbox"/> Dictation to a Scribe		
<input type="checkbox"/> Interpreter/Transliterators 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:

Signature of person completing this portion of the form:

Printed name of person completing this portion of the form:

Signature of person completing this portion of the form:

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

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

Review of Accommodations Used During NCEXTEND1 Testing

Student Name			Complete one form per test. Before testing, complete the top of the form and Column 1. During/after testing, complete Column 2. Completed forms should be kept in the student's Individualized Education Program (IEP) folder to be accessible for future reference. Testing accommodations for the NCEXTEND1 should be consistent with the accommodations used routinely during classroom instruction and on similar classroom assessments.	
PowerSchool ID				
Case Manager				
Check if EC student is also identified as EL	<input type="checkbox"/> English Learner (EL)			
Dates of Plan	Start Date:			<input type="checkbox"/> Regular Administration <input type="checkbox"/> Other Administration
	End Date:			School _____ Grade _____
Test	NCEXTEND1			Test Date _____
Subject				Assessor _____

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

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

Signature of the person completing this portion of the form:

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

Signature of the person completing this portion of the form:

Comments/considerations for next IEP team meeting:

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

Proctor Hardship Notification Form

Proctors assigned for test administrations 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 three test administrators in three testing rooms). Proctors serve as additional monitors to help the test administrator assure that testing occurs fairly (State Board of Education policy GCS-A-010). Ideally, every test administration should have a proctor present during testing regardless of the number of students being tested. However, there may be special circumstances whereby it is not possible for a school to have a proctor in every test setting. If, after working with the Regional Accountability Coordinator (RAC) and exhausting **all** options, it is not possible to provide a proctor (either one-on-one or roving) for every test setting, local education agencies (LEAs)/charter schools must complete this *Proctor Hardship Notification Form* 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.

LEA/Charter School Name

LEA/Charter School Number

By signing this form, the LEA/charter school assumes responsibility for test security.

Superintendent's/Charter School Director's Signature

Date

LEA/Charter School Test Coordinator's Signature

Date

Fax or mail the original form to the RAC. Keep a copy of the form on file.

SAMPLE–Parent Letter: Opting Out of Required Testing

(Current Date)

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

Dear Mr./Mrs. (Parent) _____,

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

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

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

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

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

Sincerely,

This form must be completed annually by the District Test Coordinator/Charter School Test Coordinator and kept on file with the Regional Accountability Coordinator. If a new person is employed in this position, then he/she must complete this form as soon as possible.

SAMPLE - DISTRICT AND CHARTER SCHOOL TEST COORDINATOR

CONFIDENTIALITY AND TEST SECURITY AGREEMENT

In performing my assigned duties and responsibilities with the district/charter school, I understand that maintaining test security and student confidentiality is critical to the mission of the North Carolina Department of Public Instruction (NCDPI) and for compliance with federal and state laws and for maintaining the public's trust. I further understand that my assigned duties and responsibilities may involve the use of NCDPI data, local school district data, and/or other information that is confidential. Access to and knowledge of information that is deemed confidential includes, but is not limited to, any information that personally identifies a particular employee or individual, particular student or professional educator, or any information that personally identifies individual account information with a financial institution with whom a professional educator, employee, or other individual may transact business. Such information is often referred to as Personally Identifiable Information (PII).

Information that must remain confidential is to be protected in compliance with applicable federal and state law, including FERPA (Family Education Rights and Privacy Act of 1974), Chapter 75 of the N.C. General Statutes and any applicable amendments to such laws. By reading and signing this agreement, I understand that I am prohibited from including or disclosing PII in any form of communication with any unauthorized individual or entity, except as required in the performance of my assigned position duties. Such communication includes, but is not limited to, e-mail, instant messaging, faxes, or other written correspondence, and any type of verbal communication.

I understand that all North Carolina test materials are the property of the NCDPI and that these test materials must remain secure at all times. In order to ensure test security, I am not to discuss or share information relating to the content of the tests, the testing process, or test scoring. This restriction applies to discussion with the media, including, but not limited to, print and television media. I agree not to publish any secure testing or scoring material or share this material outside of the secure work site. I have read and understand this form and the Testing Code of Ethics in its entirety. I agree to maintain the test security and student confidentiality.

My signature indicates my agreement to maintain test security and student confidentiality. I understand that violation of this agreement is personal misconduct and may result in disciplinary action, up to and including dismissal, without prior warning. Further, I understand that violation of this agreement could lead to additional legal liability to me.

Print Name Here _____

Signature _____ Date _____

This form must be completed by the school test coordinator and the principal at the beginning of the school year and kept on file at the school. If a new person is employed in either position, then he/she must complete this form as soon as possible.

**SAMPLE - SCHOOL TEST COORDINATOR AND PRINCIPAL
TEST ACCOUNTABILITY AND SECURITY FORM**

School Name

SCHOOL TEST COORDINATOR SECTION:

My signature indicates that I will train all test administrators and proctors according to all state and local regulations and policies as printed in the *Test Administrator's Guide* and the North Carolina *Testing Code of Ethics* provided in the training session(s) conducted by the school system test coordinator. A procedure is in place to assure that the test materials are accounted for at all times and are secure while they are in this school. Any testing irregularities, or the suspicion thereof, will be reported to the school system test coordinator on the day of the occurrence, and the principal will be made aware of the report(s).

Signature of School Test Coordinator _____

Date _____

PRINCIPAL SECTION:

My signature indicates that I shall maintain test security and accountability of the test materials while they are in this school. School policies and procedures are established to assure all eligible students are tested fairly. School personnel, proctors, and backup personnel are identified and trained for test administrations. The school test coordinator is directed to report any test irregularities, or the suspicion thereof, to the school system test coordinator on the day of the occurrence. I understand that the confidentiality of students must be protected at all times when publicizing/reporting test results to the public and student information that must remain confidential will be protected in compliance with applicable federal and state law, including FERPA (Family Education Rights and Privacy Act of 1974), Chapter 75 of the N.C. General Statutes and any applicable amendments to such laws. I understand that I am prohibited from including or disclosing personally identifiable information in any form of communication with any unauthorized individual or entity, except as required in the performance of my assigned position duties.

Signature of the Principal _____

Date _____

This form must be completed and signed by the test administrator at each test administrator training session and kept on file at the school.

SAMPLE - TEST ADMINISTRATOR

TEST ACCOUNTABILITY AND SECURITY FORM

School Name

Today's Date

Test Name

My signature indicates that I will administer the North Carolina state test named above according to all state and local regulations and policies as printed in the *Assessment Guide*, the *Testing Code of Ethics*, and other information provided in the training session(s) conducted by the school system's Test Coordinator and/or school Test Coordinator. I was given a copy of the *Administrator's Guide* which contains the North Carolina *Testing Code of Ethics* to review and study before the test administration and to follow precisely during the actual test administration.

In addition, I will

1. count and record the number of secure test materials, including supplemental materials, before and after the test administration and notify the school test coordinator immediately of any discrepancies in the count.
2. maintain test security at all times during the handling of test materials.
3. not copy or reproduce test items in any manner for future reference.
4. not at any time, modify, change, alter, or tamper with student responses on answer sheets or on computer monitors during or after the test administration.
5. conduct an unbiased administration of the test according to the policies, procedures, and directions (as written) in the *Assessment Guide*.
6. ensure each student has access to the appropriate test materials specified in the *Assessment Guide*.
7. ensure eligible students are provided testing accommodations documented in their current Individualized Education Program [IEP], Section 504 Plan, or English Learner [EL] Plan. (if permitted in the case of ACT assessments)
8. remain in the room throughout the entire test administration unless there is an emergency. The school test coordinator must be notified immediately of emergency situations.
9. review and edit student answer documents at the conclusion of testing only under the direction of the school test coordinator in a group setting (i.e., three or more designated school personnel). Student responses are not to be modified during the review process.
10. report any testing irregularities to the school test coordinator on the day of the occurrence.

Test Administration Date(s): _____

Print Name of Test Administrator: _____

Test Administrator's Signature: _____

SAMPLE LEA/Charter School Testing Plan (page 1 of 19)

LEA/Charter Name:

School Address:

Shipping Address:

Testing Office Phone:

Fax:

Office Hours:

LEA/School Code:

Grade Levels:

EDDIE Contact Person:

EC Contact:

PowerSchool Contact:

Principal/Director's Information

Name:

E-mail:

Phone:

LEA/Charter School Test Coordinator's Information

Name:

E-mail:

Phone:

Assignment of School Test Coordinators and Counselors

- The principal or principal's designee (i.e., an employee of the school/school system who has professional training in education and the state testing program) shall serve as school test coordinator.
- Per G.S. §115C-316.1, school counselors may not coordinate any standardized testing. School counselors may serve in the roles of test administrators or proctors.

List all local school test coordinators (STCs) below (not applicable for charter schools)

Name of STC	Name of School	Elementary/Middle/High

School Test Administration Logistics

School Test Administrators and Proctors

- All test administrators must be persons employed by the school system in a professional educator position and hold a professional educator's license and have attended the test administrator training session with the school test coordinator (STC).
- Proctors may be school employees or trusted parents/community members who are not currently enrolled at an NC public high school and have attended a proctor training session; they must be age 18 or older and may not proctor with a test administrator who is a relative, close friend, or direct supervisor (i.e., a teacher assistant proctoring for his/her regular classroom teacher).
- A trained proctor must be assigned and present for each state test administration (with the exception of NCFEs) regardless of the number of students being tested. The proctor assigned for state test administrations can be either (1) a one-on-one, full-time proctor or (2) a roving proctor.
- Administrators and proctors must be trained before every test.
- The LEA will use the following procedures for roving proctors, who assist up to three test administrators in three testing rooms:
 - Roving proctors will not be responsible for more than three, centrally located classrooms.
 - Roving proctors will spend (locally determined) minutes in each room before rotating to the next room to proctor.
 - The door to test rooms using roving proctors must stay open throughout the testing session.
 - Test settings served by a roving proctor cannot have more than 30 students testing in the group.

Training

- All district/school staff who handle secure test materials must sign a Test Security Agreement which must be kept on file at the district/school
- The LEA Test Coordinator will provide annual accommodations and security training to STCs by October 15. STCs train all school instructional personnel on accommodations and security by November 15. Training materials and sign-in sheets for each school will be kept **(location)**.
- The STC trains all proctors at least one week before the first day of testing. Proctors sign a checkout sheet and a *Testing Code of Ethics* sign-off sheet.
- The STC trains all potential test administrators at least one week before the first day of testing. Administrators will sign a sign-in sheet and a Test Security Agreement. The school principal is encouraged to attend test training.

- At least one week before testing, the STC trains all test administrators on the use of any specific accommodation offered in their assigned test setting.

Test Materials Security

Materials Handling and Storage Procedures

- Upon arrival in the LEA, test materials are counted by **(name of person)**; any discrepancies will be faxed to TOPS within 5 days of the shipment arrival.
- Test materials are stored in a secure, locked facility until needed and after use until securely destroyed; used and scanned answer sheets are stored at **(name of location)** for at least 6 months following testing.

Include a brief description of where secure materials will be stored:

Include a list of all personnel granted access to this location:

- **(Name of person)** counts out and packages test materials for the schools.
- The STC picks up test materials from **(name of person)**, not more than 10 days before the first day of testing; the STC counts all materials and then signs for receipt of the materials.
- The STC stores materials in a locked, secure, limited-access facility at the school until needed for testing.
- On test days, the STC distributes test materials to test administrators only. The STC has a system in place for test administrators to count, document the count in writing, and sign for materials before testing. After testing, the STC or designee counts, documents the count in writing, and signs materials back in at the end of each testing session.
- Test materials may not be left unattended at any time and may not remain in classrooms after testing is finished. Information written on Review of Accommodations forms and used blank paper and graph paper may not be visible in any testing site; once used, these are considered secure materials.

Reviewing and Processing Test Materials Procedures

- Test administrators enter special codes and check student answer sheets after testing, including form number, 504 or Transitory Impairment Plan codes, accommodation codes, and Grade 3 EOG codes.
- This process must be completed under secure conditions in a group setting (3 or more school personnel present) and without test booklets present.
- The STC prepares materials for scoring as follows:
 - Package each grade or subject's documents separately.
 - Place a properly completed header sheet on top of each tested section's answer documents.
 - Alphabetize the student answer sheets under each header.

School Materials Return

- The principal, STC, or back-up STC may bring answer documents to the central office for scanning.
- The STC returns testing materials within 5 days of the last day of testing; **(name of person)** counts and signs materials in.

LEA Materials Destruction Procedures

- Once test materials are designated by the state for destruction, LEAs must securely destroy them by using one of the following methods: shredding, secure recycling, observed landfill burial (i.e., by two or more designated school personnel), and/or incineration.
- This LEA will use the **(name of method)** method for destroying test materials.

Testing Environment

- STC checks all test administration sites and hallways before the first day of testing to ensure all information on tested content areas and test-taking skills has been removed from the walls.
- Test administrators report all concerns about lighting, temperature, etc. to the school principal in time for maintenance staff to take care of the situation.
- Bells at the school are turned off during testing.
- Internet activity is at a minimum during online testing.
- All intercom announcements and phone calls to/from testing rooms stop during testing.
- The STC, principal, and other designated personnel are visible in hallways during testing; they monitor individual testing rooms as they patrol the hallways.
- LEA TC and other LEA administrators visit some schools during testing for self-monitoring; LEA TC is available at all times during testing for testing emergencies.
- Drinks **(are/are not)** permitted in test sites.

Accommodations Documentation

Review of Accommodation (ROA) Forms- ROA forms are required for students receiving accommodations on all state tests, with the exception of ACT assessments. 504, EL, and IEP case managers complete the left side of the *Review of Accommodations Used During Testing*. At least 30 days before each test administration, case managers provide a current copy of the form for all students with accommodations to the STC. Immediately after testing, the test administrator giving the assessment completes the right side of the form. Purposes for the form include:

- Documentation of accommodations required, provided, and used during testing
- Data collection for future accommodations decisions

Accommodation Entry in PowerSchool- Accommodation information in PowerSchool derives from two sources:

1. IEP: For students with an IEP, the accommodation information is transferred automatically from CECAS or an alternate IEP program. **(Name of person)** is responsible for entering and updating the plan details and accommodations information into CECAS for each EC student.
 2. 504 and EL: **(Name of person)** is responsible for entering the special program participation and the accommodation(s) in the appropriate pages in PowerSchool for students with a 504 Plan or EL documentation. Unlike IEP data, PowerSchool is the authoritative source for 504 and EL accommodation data.
- For each school year, the initial entry of special program assignment and accommodations must be completed by October 1 for returning students. PowerSchool entries for special program participation and accommodations must be made by the first of each month following initial assignment to a special program, annual review of the plan, and/or the addition of accommodations. Care must be taken to make certain that the start and end dates are correctly entered; PowerSchool defaults the accommodation start date to the current date and the end date as the last day of the school year.

Accommodations Self-Monitoring

The LEA uses the following procedures for self-monitoring to ensure all documented, required accommodations were provided to students and to what extent the accommodations were used by the students during the test administrations:

- The STC designs a test plan that provides the appropriate accommodations to each student.
- The STC makes sure that each test administrator completes the right side of the form immediately following the test session.

- The STC returns the original copy of the form to the student's case manager to be filed with the IEP, EL, 504 or transitory impairment plan.
- Central office staff who monitor schools during testing will check accommodation groups.

School Testing Plans and Self-Monitoring Procedures

- The STC submits a school testing plan to the LEA TC at least 2 weeks before the first day of testing.
- Central office staff members visit schools during testing with the goal of preventing any avoidable irregularities and ensuring that there are no errors in the coding. These staff members need to have access to the test plan upon their arrival and use the following self-monitoring procedures:
 - ✓ Make sure test coordinators are accessible.
 - ✓ Before testing starts, ask a couple of students in online EOC settings if they watched the online tutorial video and had a chance to do the sample test items on the computer they will be using.
 - ✓ Check to see if the bells are turned off.
 - ✓ Each testing site should have a DO NOT DISTURB sign on each door.
 - ✓ Check to see if there is a test administrator in each room.
 - ✓ Check to see if there is a proctor serving each room. Roving proctors are permitted with these conditions:
 - The roving proctor may serve no more than three centrally located classrooms.
 - The test administrator cannot be a teacher of the subject area tested (e.g., science teacher cannot administer any science test, unless it is an NCFE).
 - Classroom doors remain open at all times.
 - The proctor rotates every **(local decision)** minutes.
 - ✓ Observe whether each test administrator is providing a positive test-taking climate.
 - ✓ Check to see if there are enough testing materials (e.g., scratch paper, calculators, etc.)
 - ✓ Be sure the test administrator and proctor remain in the room and are moving quietly around the testing site monitoring students.
 - ✓ Students should not receive instruction related to the concepts measured by the tests in the morning before or during the test administration session.
 - ✓ Classroom displays that provide information regarding the content being measured by the test or test taking strategies should be covered or removed.
 - ✓ Do not allow visitors in the testing site while testing. (Monitoring staff are not visitors.)
 - ✓ Windows on doors should be uncovered and doors should be unlocked.
 - ✓ Report any noise or disruptions.
 - ✓ Randomly select **(local decision)** students receiving accommodations during each testing period. Pull the IEP, EL, 504, or transitory impairment plans. Make sure that the accommodation(s) each student is receiving matches those listed on the plan and those listed on the Review of Accommodations sheet. Record the information from the IEP, EL, or 504 plan; accommodations listed on the Review of Accommodations form; and the accommodations observed in the testing site on the Self-Monitoring Report Form.
 - ✓ Complete the Self-Monitoring Report Form for each testing period and deliver or fax it to the LEA TC.

Test Irregularities Reporting Procedures

- The test administrator or proctor report any alleged testing violation or testing irregularity to the school test coordinator on the day of the occurrence.
- The test administrator and proctor sign the Materials Checkout Form following each administration to verify that they have reported all testing irregularities.
- The STC contacts the LEA TC immediately with any allegation of a testing violation.
- The STC then conducts a thorough investigation and complete a report of testing irregularity. The LEA TC ensures submission of the report through the Online Testing Irregularity Submission System (OTISS).
- If a student refuses to use a documented accommodation or if the student is not offered a documented accommodation, the school must obtain a written statement from the parent/guardian before receiving score results. The statement indicates whether the parent waives the right to have the student retested or will accept the score results from the initial administration. (See the sample Test Irregularity Parent Notification Form.)
- The OTISS report is submitted to the Regional Accountability Coordinator within five days of the irregularity occurrence.

Pre-coded student answer documents and student information corrections in PowerSchool

- The LEA TC ensure that all answer documents are electronically pre-coded using MEMBER files pulled from PowerSchool. Before testing, the STC will identify any students who enrolled after the date of the MEMBER file used for pre-coding and ensure that a staff member hand-bubbles the pre-coded information on the student's answer document.
- Schools will utilize the attached Materials Checkout Form to document any reports of inaccuracies in pre-coded information that needs to be reviewed in PowerSchool. The STC will share this information with the data manager.

Online Testing

- Schools decide as early in the school year as possible which assessments will be given online and which will be given on paper. The format of each test is included on the school test calendar that is shared with students, staff, and parents. **(Attach a sample parent letter to the school testing plan when submitting it to the RAC.)**
- Schools ensure every student participating in an online assessment has completed the Online Assessment Tutorial for the associated assessment at least one time at the school before test day.
- The test administrator ensures any information from the test saved or cached on any network appliance or computer is purged or deleted immediately following the completion of the test administration. To ensure this step, all devices are shut down after each test administration.

Arrangements for Completing Makeups

- Every eligible student must take the state assessment. STCs develop school-based plans to ensure that ALL eligible students participate in the appropriate tests.
- Students under suspension are required to take the appropriate state assessments. The school makes arrangements to test these suspended students in a location (e.g., central office, home, school after-hours) that is mutually agreeable to parent/guardians.
- Each test administrator takes attendance and reports absences before starting the test session.
- The STC designates someone to contact all students absent from the test session.
- Makeup testing occurs on days immediately following the regular test administrations.

- If a student is absent from the initial makeup test session, the STC schedules another makeup session to ensure that the student is tested.
- Makeups may occur ten school days after the date of the initial test administration. Makeups can occur on teacher workdays.
- The STC must provide a thorough written explanation for each eligible student who is not administered the state assessment. (See Sample "Students Absent from Makeups for State-Required Assessments" form).

LEA E-mail and FERPA protocol

- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. According to the *State of North Carolina Statewide Information Security Manual*, "All confidential information shall be encrypted when transmitted across wireless or public networks." E-mail privacy, without some security precautions, can be compromised. Therefore, school e-mail communications cannot contain Personally Identifiable Information (PII). For additional information, please see NCDPI *Transmitting Private Information Electronically* publication.
- To protect the confidentiality of individuals from those who do not have access to individual level data, PII should be transmitted using one of the following methods:
 - Encrypted Files,
 - Password Protected Files, (as long as the password is not contained within the e-mail, file, or on the electronic device containing the data)
 - Secure FTP Servers, and
 - E-mailed Files (but only if encrypted and/or password protected using strong passwords [example: mixed case, special characters])
- **Include a brief description of how the LEA plans to share Personally Identifiable Information:**

Schoolwide Emergencies

Sometimes schools experience severe weather, bomb threats, gas leaks, or other situations that interrupt state assessments. During such events, the safety of students always takes precedence. However, maintaining test security to the maximum degree possible during an emergency requires careful planning beforehand to minimize the potential for invalidating the test results and requiring a retest of all students at a later date.

1. Follow safety guidelines as dictated by the school's emergency response plan.
2. If test materials have been distributed, direct students to quickly place answer documents, cover/work sheets, and all other test materials such as graph paper or formula sheets inside their test books.
3. As students exit the room in a single file, collect all testing materials from each student and quickly secure them. If students are taking an online test, ask each student to press the "pause" button.
4. As students exit, note the time of day and the amount of time elapsed since the beginning of the test. Record that information on the cover of the Test Administrator's Guide and include it with the collected students' materials.
5. It is essential to prohibit talking between students if you reasonably expect to return to the building and resume the testing activity.
6. After the emergency has ended and students have returned to their classrooms, testing can be resumed, but only if it is possible to complete the tests as required during that same day. If the

tests are able to be completed immediately, materials will be redistributed and testing resumed with students allowed the allotted remaining time for the test.

7. The STC must contact the LEA TC as soon as possible to properly document the incident and provide the details needed for determining if a misadministration may have occurred.

Process to Request Testing outside the Test Window

1. Under the following *rare* circumstances, exceptions may be permitted to test a student outside the state-designated testing window, including makeup dates:
 - a. **Special Circumstances:** Examples: Family emergency, family relocation, surgery/medical procedure scheduled during the test window, etc. In these cases, first the school principal must determine if he/she will allow course or grade work to end early and grant credit for course. For high school EOC and NCFE subjects, the EOC or NCFE test score must be used as the course exam in the final grade calculation.
 - b. **IEP/504 Plan Documentation:** Per G.S. 115C-174.12(a), exceptions shall be permitted to accommodate a student's IEP or 504 Plan. In these cases, the need for additional time beyond the window must be documented in the student's IEP or 504 Plan. Example: Multiple Test Sessions over multiple days that will need to extend beyond the test window.
2. **Parent/Guardian and Student Request Form:** The parent/guardian must complete, sign, and submit the form, **Parent/Guardian Request for Testing outside the Scheduled Test Window and Test Security Documentation**. Staff will make every effort to process the request as soon as possible, but parents should allow 3-4 weeks.
3. The school principal must determine if the student will be permitted to close out the semester when he/she withdraws and be provided final averages and credits for the courses in which the student was enrolled.
 - o If the principal **is not** willing to close out the semester for the student who is leaving, the principal denies the early testing request. The parent must enroll the student at his/her new school in order to complete the semester. (The process stops here.)
 - o If the principal **is** willing to close out the semester for the student and award course credits, move to #4 below.
4. **School Submission to District Testing Office:** The principal and school test coordinator must complete, sign, and submit the form, **School Principal Request for Student to Test outside of the Scheduled Window** with the following attachments:
 - a. **Parent/Guardian Request for Testing outside the Scheduled Test Window and Test Security Documentation form** signed by the parent/guardian and student
 - b. **Other required documentation** as specified on the **School Principal Request for Student to Test outside the Scheduled Window form**.

The LEA Accountability/Testing Coordinator will notify the school principal and school test coordinator as to whether the request has been approved. If a request for testing outside of the test window is approved by NCDPI, the requested test(s) must be administered on the last day(s) of school attendance or date specified by the LEA Accountability/Testing Coordinator. All state and local policy and procedures for materials and testing must be followed by school staff. If the request is not approved by the LEA Accountability/Testing Coordinator or NCDPI Regional Accountability Coordinator, the school principal will be notified that testing must take place within the test window.

The school principal and/or school test coordinator must notify the parent/guardian as to whether the request has been approved.

Accommodations Acknowledgement

I am: (circle one)

Test Administrator

Proctor

Test Name: _____

I will be in a special-setting test administration in which the following accommodations will be used:

I have received training on administering/proctoring each of the above accommodations and agree to use them properly during this test administration.

Printed Name

Date

Signature

Name of School

Materials Checkout Sheet

Complete before Testing Session

I acknowledge that I have attended training for the _____ assessment and have received and read a copy of the *Administrators' Guide*. I further acknowledge that I am responsible for information provided during training and for understanding and adhering to the contents of the *AG(s)*, including the North Carolina *Testing Code of Ethics*.

Teacher Signature: _____ Date: _____

Please note the number of materials received for each item:

Materials	Number at Signout (Completed by Test Administrator before test administration)	Number at Sign In (Completed by Checker after test administration)
Header Sheet		
Answer Documents		
Test Books		

Check off any of the following items received.

Blank Paper		Pencils		Testing Sign	
Graph Paper		Reference Tables		Review of Accom. Sheets	

*** Be sure answer sheet colors match book colors before leaving checkout.**

Signature of Test Administrator (Teacher) at Checkout: _____

Signature of Person Checking in Materials after the test (Checker): _____

Students Absent from this session

1. _____ 2. _____ 3. _____

Mistakes on Precoded Answer Sheets:

Who: _____ Mistake: _____ What it should say: _____

Complete after Testing Session

I, _____, affirm that I have followed the following rules and procedures in the administration of student assessments.

1. I have read and complied with all the procedures in the *Testing Code of Ethics*.
2. I have maintained test security at all times.
3. I have administered the tests according to the directions in the administration guide and any subsequent updates developed by the test publisher.
4. I have administered tests to all eligible students.
5. I have reported all testing irregularities to the school system test coordinator.
6. I have provided a positive test-taking climate.

Teacher Signature: _____ Date: _____

Proctor Signature: _____ Date: _____

Proctor Name (Please Print Clearly): _____

Test Irregularity Parent Notification Form

Student: _____ Grade: _____

Test and Subject: _____ PowerSchool ID: _____

Teacher: _____ Test Date: _____

School Test Coordinator (STC): _____ STC Phone: _____

The following test irregularity occurred during testing today, which invalidates your child's test results.

Your child's test will not be scanned or scored, and your child is scheduled to retake the test on

_____.

Description of Test Irregularity:

Waiver of Right to Retake the Test

In some cases, you may choose to waive the right for your child to retake the test and accept the scores from the test already taken. Please sign and return this form to the school test coordinator before the date listed above. If this form is not returned by the above date, the test will be readministered to your child as indicated. *Note: The test already taken is deemed invalid and will not be scanned or scored unless you choose to waive the right for your child to retake the test.*

I would like for my child to retake the test. I understand we will not receive results from the original test.

I do not want my child to retake the test. I understand that the results from the test already taken will be used. Furthermore, I understand I am waiving the rights for my child to retake the test.

Parent Signature

Date

Note to staff: This document should be scanned and attached to the OTISS report

Parent/Guardian Request Testing Outside the Scheduled Test Window and Test Security Documentation

My signature below indicates I have read and understand the following:

- ▶ I am requesting an administration of one or more End-of-Grade (EOG), End-of-Course (EOC), North Carolina Final Exam (NCFE), or **NCEXTEND1** test outside of the regular testing window. I understand the school principal will submit a letter of request along with a copy of this form to the district testing and accountability office to be processed with the North Carolina Department of Public Instruction (NCDPI). I understand that state testing can be administered outside of the testing window *only* if approved by the NCDPI, and that submission of this request does not guarantee approval. (Please allow 3-4 weeks for request processing.)
- ▶ I understand that EOG, EOC, and NCFE tests are designed to assess the entire curriculum; therefore, I agree for the course/grade to end early and/or for my child to complete all requirements of the course/grade early (i.e., independent additional work before the administration of the test as *required* by the school/teacher).
- ▶ In order for NC tests to be valid, all test items must remain secure. Therefore, I agree that my child will NOT discuss, disseminate, describe or otherwise reveal the contents of any assessment to any other person. He/she will not make copies of the assessment or any test items, take notes, text message, or otherwise compromise the assessment or any test items. I understand that discussing or divulging secure test information could be considered a misadministration of the test(s) resulting in a score of zero. I understand that my child will be required to leave school immediately after completing the test(s) each day and that test(s) must be administered on the last day(s) my child will be in attendance.
- ▶ I understand I am responsible for contacting the school after the regular scheduled test administration dates for test results/scores. (In most cases, scores will not be available at the time of a special/early test administration.)

Student Name: _____ Grade: _____

School: _____

Test(s) requested to be administered outside of the test window: _____

Date(s) requested for test(s) to be administered: _____

Last day student will attend school:
(if student is moving or will be out of the area for the rest of semester or school year): _____

Transfer School	City	State	Date of Semester End

Reason for Request: _____
(Attach additional information as requested by school) _____

 Parent/Guardian Signature (required)

 Date

 School Principal Request

 Date

Student to Test Outside of the Scheduled Test Window

Attach copy of Parent/Guardian Request form (required) and other applicable documentation as described below.

School: _____ School Code: _____

Student: _____ PowerSchool ID: _____ Grade: _____

Check all of the following that apply:

Test Type(s): _____	Test Subject(s): _____		
<input type="checkbox"/> EOG	<input type="checkbox"/> Math	<input type="checkbox"/> Reading	<input type="checkbox"/> Science
<input type="checkbox"/> EOC	<input type="checkbox"/> NC MATH 1	<input type="checkbox"/> ELA II	<input type="checkbox"/> BIOLOGY
<input type="checkbox"/> NCFE – List here: _____			
<input type="checkbox"/> OTHER- List here: _____			

Date of Regular School Test Window: _____

Intended Date(s) for this Special Administration: _____

Last Day Student Will Attend School: _____

Date Student Scheduled to Return to School (if applicable): _____

Specific Reason for the Special Administration:

- | | |
|--|--|
| <input type="checkbox"/> Family Relocation/Move ¹ | <input type="checkbox"/> Surgery/Medical Procedure Scheduled during Test Window ² |
| <input type="checkbox"/> Family Emergency ⁴ | <input type="checkbox"/> IEP/504 Plan Documentation (explain how accommodation is documented) ³ |
| <input type="checkbox"/> Early Graduate ⁴ | <input type="checkbox"/> Other (explain on line below) ⁴ |

1. Attach copies of military orders or other supporting documents as applicable.
2. Attach copy of doctor note or documentation of scheduled surgery/medical procedure.
3. Attach copy of IEP/504 Plan.
4. Attach copy of any supporting documentation as applicable.

Description of the procedures that will be used to ensure the security of the assessment(s) will be maintained:

School Test Coordinator / Date

Principal / Date

Office of Testing and Accountability Use Only

LEA Approval: Approved NOT Approved

Self-Monitoring Report Form

Date: _____ School: _____ Test: _____

CHECK ALL BOXES THAT ARE OBSERVED; INCLUDE EXPLANATIONS FOR ANY AREAS NOT OBSERVED

Test Notebook in Office	Notebook Includes Copy of Test Plan	DO NOT DISTURB Signs on Each Door	Proctor/Roving Proctor Assigned to All Test Sites
Notebook includes Review of Accommodations During Testing forms	Notebook Includes Copies of CECAS(or other IEP program) Testing Participation Report	Test Administrator and Proctor Monitoring Students	Classroom Displays Covered or Removed
Notebook includes copies of 504 and EL plans	Bells Turned Off	Positive Test-Taking Environment	All Materials Provided (Calculators, Paper, Pencils, etc.)

Test Session

_____ This test was conducted in accordance with the accepted practices of standardized testing.

_____ This test had some irregularities and/or findings as listed below.

Accommodations

Choose three students at random who are receiving accommodations on the test and complete the chart below.

Student Name	Type of Plan (504, EL, IEP)	Accommodations Viewed on the "Review of Accommodations" Form	Accommodations Observed in Test Site

Monitor Name: _____ Monitor Signature: _____

_____ School Code / School

ACT Testing Exception Process

If students have taken the SAT or ACT before to January 1, 2017, and have scores that meet the college readiness benchmark standards, they are not required to participate in the statewide ACT administration. However, it is the **students' responsibility** to notify the school that they do not wish to participate in the test administration.

To Be Completed by the Student:

Students may not combine test scores from separate administrations to meet college readiness benchmark scores. All scores must be attained during the same test administration.

Before being considered for a testing exception, students must comply with the following:

- Before submitting the request for exemption, students must have either SAT or ACT test scores that meet the following college readiness benchmarks:

- SAT college readiness benchmark scores before March 2016 include all of the following subtests:

Test	SAT Score
Critical Reading	500
Mathematics	500
Writing	500

- SAT college readiness benchmark scores after March 2016 include the following subtests:

Test	SAT Score
Evidence-Based Reading and Writing Score	480
Mathematics	530

- ACT college readiness benchmark scores include all of the following subtests:

Test	ACT Score
English	18
Mathematics	22
Reading	22
Science	23
Writing	7

- Students must complete and submit a copy of the attached form.
- Requests must be submitted to the principal or the principal's designee no later than **January 13, 2017**.

To Be Completed by the Principal or Principal's Designee:

Upon receipt of the request and score report, the school principal or the principal's designee must complete the following procedures:

- Obtain proof of identity (i.e., valid picture ID) from the student. Verify the photo ID matches the original SAT or ACT score report.
- Determine whether the student met/has not met the college readiness benchmark standards. (Note: All subtest scores must be listed on the score report and must meet the benchmark standard to qualify for the exception.)
- Complete the FOR SCHOOL USE ONLY box on the student request form.
- Make a copy of the request form and score report and keep it in the student's cumulative folder at the school.
- Send the original request form and copy of the score report to the LEA Test Coordinator no later than **February 10, 2017**. **Send approved requests only** to the LEA Test Coordinator.
NOTE: Charter schools must send the original request form and copy of the score report to their Regional Accountability Coordinator (RAC).
- Notify the student and parents/guardians of the decision.

To Be Completed by the LEA Test Coordinator:

Upon receipt of the **approved** ACT Testing Exception request forms and score reports, the LEA Test Coordinator must complete the following procedures:

- Verify that the requests from the schools meet the ACT college readiness benchmark standards (college readiness benchmark scores must include all subtests).
- Complete and submit the ACT Exception (ACTEX) Code Collection file no later than **March 3, 2017**, for students who have taken the SAT or the ACT before January 1, 2017, and have scores that meet the college readiness benchmark standards.
NOTE: See the ***ACT Testing Exception Code Collection*** document for directions on how to create the ACTEX collection file.

SAMPLE Parent Letter – ACT Testing Exception

(School Address)

(Date)

Dear Parent/Guardian:

The ACT College Admissions Assessment will be given free of charge to all North Carolina 11th-graders on February 28, 2017; the makeup date is March 21, 2017. The ACT is part of North Carolina's school accountability program.

In addition, the ACT results may be used at the high school level to identify students who need assistance with certain subject areas or academic skills, to evaluate effectiveness of instruction, and to make adjustments to curriculum to improve instruction. Colleges use ACT scores for admissions decisions, course placement, academic advising, and loans and scholarships. Students participating in the statewide ACT administration can select for free up to four colleges (or other reporting agencies) to receive their ACT scores.

Students who have taken either the SAT or the ACT before January 1, 2017, and have scores that meet the college readiness benchmark standards, do not have to participate in the statewide ACT administration. However, it is the students' responsibility to notify the school that they do not wish to participate in the ACT. Students may not combine test scores from prior separate administrations to meet college readiness benchmark scores. All college readiness benchmark scores must be attained during the same test administration.

To be considered for an ACT testing exception, students must comply with the following:

- Before submitting the request for exemption, students must have either SAT or ACT test scores that meet the following college readiness benchmarks:
 - **SAT** college readiness benchmark scores before March 2016 include all of the following subtests:

Test	SAT Score
Critical Reading	500
Mathematics	500
Writing	500

- **SAT** college readiness benchmark scores after March 2016 include the following subtests:

Test	SAT Score
Evidence-Based Reading and Writing Score	480
Mathematics	530

- **ACT** college readiness benchmark scores include all of the following subtests:

Test	ACT Score
English	18
Mathematics	22
Reading	22
Science	23
Writing	7

Students must complete a copy of the *ACT Testing Exception Student Request Form* (available at the school) and submit the request to the principal or the principal's designee no later than January **13, 2017**.

If you have questions or concerns about the ACT, please contact (*Name of contact and e-mail address/phone number*) or visit <http://www.act.org/stateservices/northcarolina/>, a dedicated website for North Carolina that is specifically related to the administration of the ACT.

Sincerely,

(*Signature*)

ACT WorkKeys Testing Exception Process

If students who are identified as CTE concentrators have previously taken ACT WorkKeys and earned a Silver, Gold, or Platinum Career Readiness Certificate, they are not required to participate in the ACT WorkKeys administration. However, it is the **students' responsibility** to notify the school that they do not wish to participate in the test administration.

To Be Completed by the Student:

For consideration for a testing exception, students must comply with the following:

- Before submitting the request for exemption, students must have received either a Silver, Gold, or Platinum certificate.
- Students must complete a copy of the attached form that includes:
 - the student's full name as it appears on school records;
 - the student's PowerSchool Student Number;
 - a **copy** of the original student certificate (i.e., Gold, Silver, or Platinum) **or** an official roster that shows the certificate awarded;
 - student signature and date; and
 - parent/guardian signature and date.
- Requests must be submitted to the principal or the principal's designee no later than **October 28, 2016**.

To Be Completed by the Principal or Principal's Designee:

Upon receipt of the request and certificate, the school principal or the principal's designee must complete the following procedures:

- Obtain proof of identity (i.e., valid picture ID) from the student requesting the exemption. Verify the photo ID matches the student certificate.
- Verify the student has the correct certificate (Gold, Silver, or Platinum) to meet the standard to qualify for the exception.
- Complete the FOR SCHOOL USE ONLY box on the student request form.
- Make a copy of the request form and the certificate and keep it in the students' cumulative file at the school.
- Send the original request form and a copy of the certificate to the LEA Test Coordinator no later than **November 4, 2016**. **Send approved requests only** to the LEA Test Coordinator.
NOTE: Charter schools must send the original request form and a copy of the certificate to their Regional Accountability Coordinator (RAC).
- Notify the student and parents/guardians of the decision.

To Be Completed by the LEA Test Coordinator:

Upon receipt of the **approved** ACT WorkKeys Testing Exception request forms and certificates, the LEA Test Coordinator must complete the following procedures:

- Verify that the requests from the schools meet the WorkKeys standards (Silver, Gold, or Platinum certificates).
- Complete and submit the ACT WorkKeys Exception (WKEX) Code Collection file no later than **November 10, 2016**, for students who previously have taken ACT WorkKeys and received a Silver, Gold, or Platinum Certificate.

FOR SCHOOL USE ONLY
Date Received: _____
Approved ___ Denied ___
Principal/Director's Signature: _____

ACT WorkKeys Testing Exception Request Form

Students who have previously taken ACT WorkKeys and earned a Silver, Gold, or Platinum Career Readiness Certificate may request a WorkKeys testing exception. Failure to include all required information may result in the need to resubmit the request or may cause a delay in the response.

Requests for ACT WorkKeys testing exceptions will be honored only through October 28, 2016.

To Be Completed by the Student:

Complete the following information and submit the form to the school principal for review.

Today's Date _____

1. Student's Name as it appears on school records _____
2. Student's PowerSchool Student Number _____
3. School Name _____
4. Date of most recent ACT WorkKeys test administration _____
5. Attach to this form a **copy** of the original Silver, Gold, or Platinum certificate **or** an official roster that shows the certificate awarded.
6. _____

Student's Signature	Date	Parent's/Guardian's Signature	Date
---------------------	------	-------------------------------	------

To Be Completed by the School Principal or the Principal's Designee:

7. Upon receipt of the request, obtain proof of identity (i.e., valid picture ID) from the student requesting the exception. Verify the photo ID matches the student certification.
8. Ensure a **copy** of the student's original certificate **or** an official roster that shows the certificate awarded is attached to this form.
9. Enter the certificate earned (Silver, Gold, or Platinum) into the school data management system.
10. Once determination for exemption is approved/denied:
 - a. Principal must complete the For School Use Only box located on this form.
 - b. Principal must notify the student and parents/guardians of the decision.
 - c. A copy of this form and a copy of the certificate must be kept on file at the school.
11. Send the original form and a copy of the certificate to the LEA Test Coordinator no later than November 4, 2016. **Send approved requests only** to the LEA Test Coordinator. NOTE: Charter schools must send the original request form and the copy of the certificate to their Regional Accountability Coordinator (RAC).

SAMPLE: PARENT LETTER - WorkKeys Testing Exception

(School Address)

(Date)

Dear Parent/Guardian:

WorkKeys will be given free of charge to all North Carolina students who are considered Career and Technical Education (CTE) completers. WorkKeys is part of North Carolina's school accountability program.

The WorkKeys assessment is designed to measure students' career readiness as they prepare to enter the workforce by assessing their abilities in three core areas: Applied Mathematics, Locating Information, and Reading for Information. Students' performance in these areas is meant to demonstrate their abilities to potential employers through the use of standardized, quantitative metrics. There are four certification levels: Platinum, Gold, Silver, and Bronze.

If students have previously taken WorkKeys and earned a Silver, Gold, or Platinum certificate, they do not have to participate in the WorkKeys administration. However, it is the students' responsibility to notify the school that they do not wish to participate in the test administration.

For consideration for a WorkKeys testing exception, students must complete a copy of the *ACT WorkKeys Testing Exception Student Request Form* (available at the school) and submit the request to the principal or the principal's designee no later than October 28, 2016.

If you have questions or concerns about WorkKeys, please contact *(Name of contact and email address/phone number)*.

Sincerely,

(Signature)

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, he/she can visit https://center.ncsu.edu/nc/x_courseNav/index.php?id=21 and take the appropriate subject area “A” level Content Standards Overview course and the “B” level Test Development Basics course in the Moodle system. Once the online training courses are completed, the teacher will be directed to go to an online interest form at <http://goo.gl/forms/wXv4Imh0ko>. This is where the teacher can register to let the North Carolina Testing Program know he/she is interested in writing or reviewing. Teachers who submit interest forms will be contacted when item writing or reviewing is needed in their subject area.

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

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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