

# **WIDA<sup>TM</sup>**

# **ACCESS for ELLs<sup>®</sup> 2.0**

Assessing Comprehension and Communication in English  
State-to-State for English Language Learners

## **North Carolina**

### **Policy and Procedure Guidance for Annual Testing 2016–17**

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Office of the Deputy State Superintendent  
Division of Accountability Services

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## Use of Manuals

The ***Policy and Procedure Guidance for Annual Testing*** manual is produced by the North Carolina Testing Program. It contains North Carolina-specific testing policy and procedures for a uniform and valid administration of the WIDA™ ACCESS for ELLs® 2.0. Test coordinators **and** test administrators must read this document carefully and use it in conjunction with the *WIDA ACCESS for ELLs 2.0 2016–17 Test Administrator Manual* and the *WIDA ACCESS for ELLs 2.0 2016–2017 District and School Test Coordinator Manual* for the administration of the ACCESS for ELLs 2.0.

Specific guidance applying only to ACCESS for ELLs 2.0 Paper administrations are noted throughout this guide in text boxes such as this one.

The ***WIDA ACCESS for ELLs 2.0 2016–2017 Test Administrator Manual*** is designed to address the training needs of test administrators who deliver any of the assessments in the ACCESS for ELLs 2.0 suite. All test administrators should read the entirety of Part One (Sections 1, 2, and 3). Within Part Two, Sections 4–7 cover each assessment within the ACCESS for ELLs 2.0 suite of assessments. Test Administrators must read the section(s) related to the assessment(s) they will administer.

The ***WIDA ACCESS for ELLs 2.0 2016–2017 District and School Test Coordinator Manual*** is intended for test coordinators who coordinate and manage the administration of the ACCESS for ELLs 2.0. This manual is laid out into sections guided by the main responsibilities of test coordinators, including training management, material management, and test scheduling and set up management. Test coordinators should become familiar with each assessment that will be administered within their school/district.

## Test Overview

### The ACCESS for ELLs 2.0 in North Carolina

In June 2008, the North Carolina State Board of Education (SBE) approved the adoption of the WIDA Consortium English language development standards beginning with the 2008–2009 school year. The World-Class Instructional Design and Assessment Consortium, otherwise known as the WIDA Consortium, is comprised of states who share both English language standards and the assessments that are aligned to those standards.

Beginning with the 2008–09 school year, the WIDA ACCESS Placement Test, also referred to as the W-APT™, has been administered to all students who identify a language other than English during the Home Language Survey process. The W-APT functions as a screener used for both the initial assessment and the English as a Second Language (ESL) program placement of students identified as English Learners (ELs).

The expectation is that foreign exchange students are English proficient upon arrival in the United States. Generally, foreign exchange students do not take the W-APT.

However, if the district believes the student may need EL services, the district may administer the W-APT.

The annual test, Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs 2.0), is North Carolina's required assessment that complies with Title I of the federal *Elementary and Secondary Education Act (ESEA)* as amended by the *Every Student Succeeds Act (ESSA)* legislation. ESEA requires states to provide an annual assessment of English language proficiency in the areas of listening, speaking, reading, writing, and comprehending English for all students identified as limited English proficient in the schools served by the state [ref. Title I, SEC. 1111 (a) (7)], including students who receive special education services. Because of this federal legislation, all students identified as ELs are tested annually on the ACCESS for ELLs 2.0 or the Alternate ACCESS for ELLs during the window established by the state to determine student progress and English language proficiency.

### **The ACCESS for ELLs 2.0 System of Assessments**

WIDA is partnered with the Data Recognition Corporation (DRC), a technology and test platform development partner, to deliver the ACCESS for ELLs 2.0 system of assessments to all testing sites. DRC is the main contact for inquiries about printing, scoring, reporting, and distributing any test materials. For the 2016–17 school year, the ACCESS for ELLs 2.0 system of assessments includes:

- ACCESS for ELLs 2.0, an online assessment for Grades 1–12
- ACCESS for ELLs 2.0, a paper-based assessment for Grades 1–12 to be used in cases where paper/pencil administration is needed (e.g., when technology needed for online administration is not available)
- Kindergarten ACCESS for ELLs, a paper-based assessment for Kindergarten
- Alternate ACCESS for ELLs, a paper-based assessment for students with disabilities in Grades 1–12 who have significant cognitive disabilities

### **Alternate ACCESS for ELLs**

The Alternate ACCESS for ELLs assessment is intended to serve the needs of ELs with significant cognitive disabilities. The test is available for the 1–2, 3–5, 6–8, and 9–12 grade clusters. The Alternate ACCESS for ELLs is only intended for students who participate in the general education program through the Extended Content Standards. For a complete listing of the eligibility criteria for the Alternate ACCESS for ELLs, see Appendix A of this guide.

### **WIDA English Language Development (ELD) Standards**

The WIDA English Language Development (ELD) Standards divide the continuum of language development into six proficiency levels. The levels in order from lowest to highest, are as follows:

Level 1: Entering  
Level 2: Emerging  
Level 3: Developing

Level 4: Expanding  
Level 5: Bridging  
Level 6: Reaching

The language proficiency levels describe what ELs can reasonably be expected to do within each domain of the standards.

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 or exits EL identification, he/she must participate in all state tests without accommodations. (See SBE policy TEST-011 for additional information.)

### **Areas of Assessment for English Language Proficiency**

ACCESS for ELLs 2.0 assesses students' English language proficiency in five areas:

- Social and Instructional Language (SIL), which incorporates proficiencies needed to deal with the general language of the classroom and school
- Language of English Language Arts (LoLA)
- Language of Mathematics (LoMA)
- Language of Science (LoSC)
- Language of Social Studies (LoSS)

The ACCESS for ELLs 2.0 Online is divided into five grade-level clusters:

- Grade 1
- Grades 2–3
- Grades 4–5
- Grades 6–8
- Grades 9–12

The ACCESS for ELLs 2.0 Paper contains the following grade-level clusters:

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grades 4–5
- Grades 6–8
- Grades 9–12

The Alternate Access for ELLs has the following grade-level clusters: 1–2, 3–5, 6–8, and 9–12.

For each grade-level cluster, there is a test in each of the four language domains (Listening, Reading, Writing, and Speaking). All parts of the online assessment are computer-delivered, with the exception of the Writing test for Grades 1–3.

## Key Differences between Online and Paper ACCESS for ELLS 2.0

The following table outlines key differences between ACCESS for ELLs 2.0 Online and ACCESS for ELLs 2.0 Paper for Grades 1–12.

Domain	ACCESS for ELLs 2.0 Online	ACCESS for ELLs 2.0 Paper
<b>Listening</b>	<ul style="list-style-type: none"> <li>Students play prerecorded listening passages on the computer.</li> <li>Students select a response from multiple-choice options on the computer screen.</li> <li>The test platform captures and scores student responses.</li> </ul>	<ul style="list-style-type: none"> <li>The test administrator plays prerecorded listening passages with a CD.</li> <li>Students select a response from multiple-choice options on a paper test form.</li> <li>Test booklets are returned to DRC to be scanned and scored centrally.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Students read passages on the computer screen.</li> <li>Students select a response from multiple-choice options on the computer screen.</li> <li>The test platform captures and scores student responses.</li> </ul>	<ul style="list-style-type: none"> <li>Students read passages on a paper test form.</li> <li>Students select a response from multiple-choice options on a paper test form.</li> <li>Test booklets are returned to DRC to be scanned and scored centrally.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Students play prerecorded speaking prompts on the computer.</li> <li>Students speak into headsets to record their answers.</li> <li>Students' responses are automatically sent to DRC for rating and scoring.</li> </ul>	<ul style="list-style-type: none"> <li>The test administrator plays prerecorded speaking prompts with a CD.</li> <li>The student speaks his/her responses to the test administrator.</li> <li>The test administrator scores the student's speech during administration.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Grades 1–3 students complete the full Writing test (prompts and responses) on paper.</li> <li>Grades 4–12 students read prompts on the computer screen and keyboard responses (unless unable to keyboard).</li> <li>Keyboarded responses are automatically sent to DRC; handwritten responses must be mailed.</li> </ul>	<ul style="list-style-type: none"> <li>Students read prompts on a paper test form.</li> <li>Students handwrite responses on a paper test form.</li> <li>Test booklets are returned to DRC and then scored centrally.</li> </ul>

**Note:** Students in grades 4–12 who are unable to keyboard (are unfamiliar with technology) for the Writing test may handwrite their responses in a Writing Response Booklet. The online Listening and Reading domains should be administered to students first. The test coordinator should verify tier placement and must order the appropriate Writing booklet. Test coordinators must create a handwriting test session in WIDA-AMS for each student handwriting a response. If this session is not created in WIDA-AMS, the computer software will not allow the student to proceed through each writing prompt without a keyboarded response.

## The State Testing Window

The state testing window for the ACCESS for ELLs 2.0 and the Alternate ACCESS for ELLs is January 30 through March 24, 2017. All students identified as ELs who are enrolled in the school system between **January 30 and March 17** must be assessed during the testing window. Students enrolled after March 17 are not required to be assessed and will not be included in the calculations.

## Test Session Scheduling

Test coordinators are responsible for scheduling test sessions for online and/or paper administrations of the ACCESS for ELLs 2.0. Test administrators should refer to the following pages in the *WIDA ACCESS for ELLs 2.0 2016–2017 Test Administrator Manual* for general information on scheduling grades 1–12 test schedules, test times, and number of students in a session:

<i>WIDA ACCESS for ELLs 2.0 2016–2017 Test Administrator Manual</i>	
Online Administrations:	Paper Administrations:
Pages 95–96	Pages 68–69

## Timing of Each Test

Approximate administration times for each ACCESS for ELLs 2.0 test (grades 1–12) are as follows:

Test	Time
Listening	Up to 40 minutes
Reading	Up to 35 minutes
Speaking	Up to 30 minutes
Writing Tier A	Up to 65 minutes
Writing Tier B/C	Up to 65 minutes

Note: The approximate time does not include time for convening students, taking attendance, or explaining test directions.

While the following sequence (Listening—Reading, Writing—Speaking) is recommended for the ACCESS for ELLs 2.0 Paper (grades 1–12) administration, test sections may be administered in any order. For scheduling purposes, approximate administration times for each ACCESS for ELLs 2.0 Paper test are as follows:

Session 1: Listening and Reading (Group-Administered)

Grade Cluster	Tier	Domain	Time to Administer
ALL	ALL	Listening	25–40 minutes (higher grade-level clusters and tiers take more time)
ALL	ALL	Reading	35–45 minutes (higher grade-level clusters and tiers take more time)

Session 2: Writing (Group-Administered)

Grade Cluster	Tier	Time to Administer
1	A	30 minutes, plus 5 additional minutes to finish writing, if needed
	B & C	60 minutes, plus 5 additional minutes to finish writing, if needed
2, 3, 4–5, 6–8, 9–12	A	45 minutes, plus 15 additional minutes (5 minutes per task) to finish writing, if needed
	B & C	60 minutes, plus 5 additional minutes to finish writing, if needed

Session 3: Speaking (Individually Administered)

Grade Cluster	Tier	Domain	Time to Administer
ALL	ALL	Speaking	15–35 minutes per student

Detailed guidance on the administration and scoring of the Speaking Test is located on pages 84–93 of the *WIDA ACCESS for ELLs 2.0 2016–2017 Test Administrator Manual*. Anyone who administers the Speaking Test must have successfully completed the Speaking Module and passed the Speaking quiz with an 80 percent or higher score to be eligible to administer this domain.

### Scores from WIDA Consortium Member States

W-APT and ACCESS for ELLs 2.0 scores can be used for determining EL status as long as the North Carolina criteria for identification and exit are applied. All participating states are listed on the WIDA Consortium’s home page at <http://www.wida.us/>. The school system in which the student from another WIDA Consortium Member State enrolls has up to thirty (30) calendar days at the beginning of the school year, or fourteen (14) calendar days if the student enrolls after the beginning of the school year, to obtain W-APT or ACCESS for ELLs 2.0 test scores from the member state. If the scores are less than one year old, they may be used for making decisions regarding EL identification and placement. If the scores are more than a year old or the receiving school does not receive the scores within the aforementioned timeline, the school must administer the W-APT to determine EL identification and eligibility for ESL services. Each student identified as EL must be assessed annually.

### WIDA Consortium Help Desk

Questions or concerns about test administration, training, WIDA training accounts, and accommodations and accessibility may be directed to the WIDA Client Services center at [help@wida.us](mailto:help@wida.us) or 866-276-7735.

Questions about technology, ordering and returning test materials, test material logistics, and WIDA AMS may be directed to DRC Customer Service at [WIDA@datarecognitioncorp.com](mailto:WIDA@datarecognitioncorp.com) or 855-787-9615.

## Policy and Procedures

### State Mandate to Administer ACCESS for ELLs 2.0 Online

Effective with the 2015–16 school year, the ACCESS for ELLs 2.0 tests must be administered online. The only exceptions to this requirement are

- local education agencies (LEAs) or charter schools that do not have the technology capability to support administering the online ACCESS for ELLs 2.0 and
- students with disabilities who have documented accommodations which dictate a paper/pencil test format is necessary for accessibility (e.g., *Student Marks Answers in Test Book, Braille Edition*).

Note: If LEAs or charter schools do not have the technology to support administering students the ACCESS for ELLs 2.0 tests, a letter indicating the reason(s) for the hardship must be submitted for approval to Dr. Tammy Howard, Director of Accountability Services.

### North Carolina Policy for Testing Students Identified as ELs

Per SBE policy TEST-011, to be identified as ELs, students must be assessed using the W-APT at initial enrollment. Thereafter, all students identified as ELs must be annually assessed during the state-designated testing window by using the ACCESS for ELLs 2.0, which is administered to satisfy federal ESEA requirements.

If a student scores below Level 5.0 Bridging on the reading domain 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 domain of the W-APT/ACCESS for ELLs 2.0 or exits EL identification, the student must participate in all state tests without accommodations.

Students identified as EL shall participate in the statewide testing program using the standard test administration, with or without accommodations, or the Alternate ACCESS for ELLs with the following provisos:

- Schools shall exempt all students identified as ELs who score below Level 4.0 Expanding on the reading domain of the W-APT and are in their first year in U.S. schools from the reading end-of-grade (EOG) assessments or the English II end-of-course (EOC) assessment. These students shall not be included in growth or school performance reports for ELA/reading. For purposes of determining ELA/reading participation, the state-identified English language proficiency reading placement test will be used.
- Students identified as EL who score below Level 4.0 Expanding on the W-APT reading domain 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.

## **The Comprehensive Objective Composite (COC) and EL Exit Status**

Results from the ACCESS for ELLs 2.0 are used in determining whether a student has exited EL identification. Students must meet the Comprehensive Objective Composite (COC), as set by the state in the 2008–09 school year, to exit EL identification. The COC defines the attainment of English language proficiency by a student’s reaching an overall composite score of 4.8 or above, with at least a 4.0 on the reading domain and at least a 4.0 on the writing domain for kindergarten and tiers B and C in grades 1–12.

The COC was established with a decision-consistency methodology that identified the cut points at which an increased level of English language proficiency (as measured on the ACCESS for ELLs 2.0) did not affect a particular student’s English language arts or mathematics performance on the state EOG or EOC tests. This comprehensive approach analyzed the impact of two “objective” factors for each student, scores on the state EOG and EOC English language arts and mathematics tests and the student’s English language proficiency. Thus, the combined EL exit criteria are described as the Comprehensive Objective Composite (COC).

## **Test Security**

All materials for ACCESS for ELLs 2.0 are considered secure test materials. All users of the WIDA website will be prompted to read and sign a nondisclosure agreement upon their first login. Use of the WIDA Assessment Management System (WIDA AMS) and the INSIGHT test engine (online administrations only) are also subject to the terms of use outlined in the WIDA AMS. Users will be prompted to agree with the security policy upon their first login.

LEA and school personnel carrying out their roles in the delivery of this assessment must follow these guidelines to maintain test security:

- Keep personal login information secure.
- Ensure that online test content does not remain open and unattended on screens at any time before, during, or after testing (online ACCESS testing only).
- Ensure that any paper contents are secure and are treated as secure test materials. Do not leave materials unattended at any time before, during, or after testing.
- Ensure that no specific information about the content of the test is shared with students or their families before or after testing. School personnel must not disclose the contents of the test with others or discuss any of the test items or information contained within the test or write about them on the Internet or on social media sites.
- Return all secure materials to the secure, locked storage facility after testing.
- Do not duplicate any test materials (with the exception of the WIDA ACCESS for ELLs 2.0 online or paper *Test Administration Manuals*). Secure tests, including all test materials and test questions, must not be reproduced in any manner for any reason without prior written consent of the North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services/ North Carolina Testing Program.

- Excerpts from the tests must not be used at any time during classroom instruction or in resource materials such as study guides.
- 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).
- Any breaches of test security or problems with test administration may result in the invalidation of student scores.

Access to the tests shall be limited to school personnel who have a legitimate need. According to SBE policy TEST-010, “persons who have access to secure test materials shall not use their access to those materials for personal gain.” Access does not include reviewing secure tests or conducting item analyses. Personnel are not allowed to review secure tests or conduct item analyses without the express written consent of the test publisher.

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

The North Carolina *Testing Code of Ethics* (SBE policy TEST-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 ensure validity of the test results. Ethical practices for administering North Carolina tests include, but are not limited to

- informing students about the tests and why the tests are important;
- informing students and parents of how the tests and test results will be used;
- ensuring all eligible students take the tests;
- encouraging students to attempt to respond to all test items and do their best;
- preparing students to take the tests;
- maintaining test security at all times; and
- sharing the results of the tests along with any available interpretation of the scores with students and parents within the allotted timelines.

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. A copy of the *Testing Code of Ethics* is included at the end of this document for review and must be discussed during the training sessions for the test administrator and proctor. The *Testing Code of Ethics* (see Appendix E) must not be removed from this guide. (A copy may be requested from the school system test coordinator for reference.)

### **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.”

### **Accounting For and Storing Test Materials**

According to SBE policy TEST-001, school systems shall (1) account to the NCDPI for all tests received, (2) provide a secure, locked facility for all tests received, (3) prohibit the reproduction of any or all parts of the tests, and (4) prohibit their employees from disclosing the general content of the tests or specific items contained in the tests to persons other than authorized employees of the local education agency (LEA). 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 access to secure state tests before and after each test administration.

The principal shall account for all test materials received and shall ensure test security within the school building. The principal shall store test materials in a secure, locked facility except when in use, as established by SBE policy TEST-010, the *Testing Code of Ethics*. The principal shall establish a procedure to have test materials distributed immediately before each test administration. Before each test administration, the school test coordinator shall accurately count, record the number(s), and distribute test materials to each test administrator.

Each test administrator must count and record the number of test materials (e.g., test tickets, test books/documents, answer sheets) and supplemental materials (i.e., only those specified in the test administrator manual or published supplements or updates) (1) when the materials are first received, (2) before the distribution of materials to students, (3) after the test administration, and (4) when the materials are returned to the test coordinator. Any discrepancies must be reported to the school test coordinator/principal immediately.

All testing materials must be returned according to directions specified in the test administrator manual. Immediately after each test administration, the school test coordinator shall collect, count, and return all test materials to the secure, locked facility. Any discrepancies must be reported to the school system test coordinator immediately. Upon notification, the school system test coordinator must report discrepancies to the regional accountability coordinator (RAC) and ensure all procedures in the Online Testing Irregularity Submission System (OTISS) are followed to document and report the testing irregularity. Test materials must be tracked and accounted for at each level of distribution. The procedure established by the school for tracking and accounting for test materials must be provided to the school system test coordinator or the NCDPI Division of Accountability Services/North Carolina Testing Program upon request.

## Requirement to Report Student Scores

According to SBE policy TEST-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. 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 school system level or receipt of the score and interpretive documentation from the NCDPI.

## 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 test administrator manual 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 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 test administrator manual are followed throughout the test administration(s). The test results are official and belong in the students’ academic records, but results must not be included in any accountability data submissions.

## Student Emergencies and Restroom Breaks during Testing

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

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

- To the extent possible, only one student at a time is to be excused to the restroom.
- The student's test materials must be secured (e.g., computer must be paused, blank paper placed inside the test book as a place holder and the test book closed).
- The test administrator must note the time the student left the room to ensure the student has the allotted amount of time to complete the test upon return.
- If necessary, an appropriate member of the school staff may accompany the student to the restroom. Students must be accompanied if more than one is allowed to leave during the test at the same time.

## Prohibited Items in the Testing Room

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

Prohibited items include:

- Electronic devices. 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 a student must be removed from testing because he/she has a cell phone/electronic device during testing, the test administrator must not leave the testing room unattended. The test administrator must remain in the room, and the school test coordinator must be notified and the student removed.
  - Before testing begins, test administrators and proctors must turn off their personal cell phones/electronic devices and ensure these devices are not visible during testing, including breaks. Test administrators' and proctors'

personal cell phones/electronic devices must not be used during the test administration or during breaks.

- Personal belongings. Students' personal belongings must be placed under their seats, and students must not be permitted to access them at any time during testing, including breaks.
- Testing aids. Textbooks, reference books, thesauruses, smartwatches, smartpens, music, notes, bookmarks, number lines, multiplication tables, personal learning devices, or any unapproved testing aids are prohibited during the administration of any assessment in the North Carolina Testing Program.

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

### **Testing Violations and Testing Irregularities**

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

- failing to follow the procedures as described in the *WIDA ACCESS for ELLs 2.0 2016–2017 Test Administrator Manual*, the *WIDA ACCESS for ELLs 2.0 2016–2017 District and School Test Coordinator Manual*, and the *North Carolina ACCESS for ELLs 2.0 Policy and Procedure Guidance for Annual Testing* (this publication);
- failing to administer the secure and correct ACCESS for ELLs 2.0 test form 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 designated by the NCDPI Division of Accountability Services/North Carolina Testing Program;
- failing to test all eligible students (SBE policy TEST-010);
- leaving students unsupervised with access to secure test materials;
- allowing students to review secure test materials before the test administration;
- giving students instruction related to the concepts measured by the tests before the test administration or during the test administration session;
- discussing test items with students and/or using test items or information contained in the tests as the basis for additional instruction or review;
- failing to cover or remove classroom displays that provide information regarding test-taking strategies or the content being measured by the test;
- paraphrasing, omitting, revising, interpreting, explaining, or rewriting the script, directions, or test items, to include answer choices;
- cheating;
- illness during testing;
- reading or tampering with (e.g., altering, changing, modifying, erasing, or scoring) student responses to the test questions by school district personnel;

- failing to return the originally distributed number of test materials (i.e., test books and test administration manuals) to designated school personnel;
- providing accommodations to students who are not eligible to receive them;
- failing to follow procedures for providing testing accommodations;
- failing to provide approved accommodations to the appropriate students;
- allowing access to the test to school or district personnel who do not have a legitimate need; and

## **Misadministrations**

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

When a misadministration is declared, the affected students must be readministered the test. There is only one form of the ACCESS for ELLs 2.0 available per grade span and tier. Therefore, the school system must wait five days to readminister the test to the student if a misadministration is declared. Only scores resulting from a valid test administration should be included in students' permanent records or used for placement decisions. All misadministrations must be documented and reported using the appropriate procedures outlined in the OTISS.

## **Confidentiality of Student Scores**

According to SBE policy TEST-010, the *Testing Code of Ethics*, "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 SBE, any employee of the SBE, 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."

## Roles and Responsibilities

This section contains the roles and responsibilities of LEA and school personnel specifically in reference to the administration of the ACCESS for ELLs 2.0.

### LEA Test Coordinator's Roles and Responsibilities

The superintendent or the superintendent's designee serves as the 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. The LEA test coordinator shall oversee the following procedures in relation to the ACCESS for ELLs 2.0:

- Annually sign a confidentiality and test security agreement that must be kept on file with the Regional Accountability Coordinator (RAC).
- Ensure test security throughout the testing window.
- Complete Web-based trainings and read and study the *WIDA ACCESS for ELLs 2016–2017 District and School Test Coordinator Manual*.
- Provide notification to students and parents/guardians of the date the ACCESS for ELLs 2.0 will be administered and how the results of the test will be used.
- Become familiar with the *INSIGHT Technology User Guide* and the *WIDA Assessment Management System (WIDA AMS) User Guide*.
- Review the *ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement* to ensure that Individualized Education Program (IEP) and/or Section 504 teams understand the new guidelines.
- Collaborate with the EL coordinator to ensure all eligible students (i.e., identified as ELs through PowerSchool) are tested.
- Manage the distribution of test materials within the school system and place orders for any additional materials, if necessary.
- Ensure each school has a secure, locked facility in which test materials will be stored. 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.
- Ensure school test coordinators clearly understand test material handling and storage procedures.

- Ensure that all personnel assigned to testing are adequately trained in test administration and security procedures. In addition to test administrators, any other adult helping to proctor or monitor the test must also take the training course.
  - Ensure all training participants read the North Carolina *Testing Code of Ethics* and sign the Test Security Agreement, which is to be kept on file.
  - Collaborate with the school system technology coordinator to ensure all computers and tablets meet specified technical requirements and have all necessary software installed for the administration of assessments.
  - Collaborate with the school system EL coordinator to develop and implement an overall plan for the test distribution and test administration, which includes
    - a system of inventory to ensure an accurate count of all test materials
    - a system to maintain procedures for preparing and returning secure test materials and preserving test security,
    - a testing schedule and protocol to be implemented at each school site,
    - a schedule of online testing sessions in the WIDA Assessment Management System (AMS),
    - guidelines for the appropriate testing environment (as outlined in this document), and
    - an audit of test administration sessions.
  - Ensure appropriate staff are trained in the provision of testing accommodations for students with disabilities.
  - Ensure all school principals are made aware of the purpose and extent of annual English language proficiency testing and the importance of test security and data collection procedures.
  - Coordinate meetings in conjunction with the EL coordinator to ensure domain trainings and policy and procedure trainings have occurred in the school system for the annual administration, including opportunities to practice test administrations.
  - Maintain accurate records of individuals who have been trained and certified to administer the test.
  - Share questions related to the domain administration with the EL coordinator.
  - Answer testing policy and procedure questions related to the ACCESS for ELLs 2.0 administration.
  - Implement school system and NCDPI policies and procedures related to the ACCESS for ELLs 2.0.
- For ACCESS for ELLs 2.0 Paper, ensure the appropriate grade and tier level are administered for each student.
- Ensure the appropriate state-designated test form is administered for annual testing.
  - Ensure the test is administered within state-determined timelines and during the specified testing window to account for contractor scoring.

- For ACCESS for ELLs 2.0 Paper, ensure all materials are packaged and shipped to the contractor according to procedures outlined by the NCDPI and the contractor.
- Ensure all students have completed the online practice items on a day before testing.
- Establish a school system procedure for maintaining student confidentiality for all test data.
- Emphasize the importance of accurate data collection to all ACCESS for ELLs 2.0 test administrators.
- Work collaboratively with the EL coordinator to review, analyze, and disseminate test results.
- Fulfill requirements from the NCDPI Division of Accountability Services/North Carolina Testing Program in providing data for scoring and reporting purposes.
- Investigate all reports of testing irregularities and/or violations of ethical testing practices. Immediately report testing irregularities to the superintendent and local school board of education within timelines specified by the state. Use and follow all procedures in the OTISS to document and report all testing irregularities.

### **School System EL Coordinator's Roles and Responsibilities**

The school system EL coordinator assists in the local administration of language instruction programs and supports the facilitation of accountability measures. The school system EL coordinator has the following responsibilities in reference to the ACCESS for ELLs 2.0:

- Annually sign a confidentiality and test security agreement that must be kept on file with the district.
- Coordinate and maintain records of students identified as ELs; ensure designated individuals in the LEA are accurately entering student information for all EL students into PowerSchool.
- Collaborate with the school system test coordinator to ensure all currently identified ELs are included in PowerSchool and are tested.
- Develop a process to ensure students who should no longer be classified as ELs (with appropriate documentation) are removed from PowerSchool before the end of the validation windows established by the NCDPI ESL staff.
- Assist in notifying students and parents/guardians regarding the ACCESS for ELLs 2.0 administration.
- Collaborate with the school system technology coordinator to ensure all computers and tablets meet specified technical requirements and have all necessary software installed for the administration of assessments.
- Collaborate with the school system test coordinator to develop and implement an overall plan for the test distribution and administration, including

- an inventory system that
    - ensures an accurate count of all test materials,
    - maintains procedures for preparing and returning secure test materials, and
    - ensures test security;
  - a testing schedule and protocol to be implemented at each school site;
  - a schedule of online testing sessions in WIDA Assessment Management System (AMS);
  - guidelines for the appropriate testing environment (as outlined in this document); and
  - audits of test administration sessions.
- Assist the school system test coordinator and school staff in the identification of quantities and types of ACCESS for ELLs 2.0 test materials necessary to meet state and federal testing requirements.
  - Coordinate meetings in conjunction with the school system test coordinator to ensure domain trainings and policy and procedure trainings have occurred in the school system for the annual administration, including opportunities to practice test administrations.
  - Provide training to ESL teachers and communicate the purpose and extent to which the ACCESS for ELLs 2.0 is used.
  - Assist in maintaining accurate records of individuals who have completed the ACCESS for ELLs 2.0 Training Course and are certified to administer the test.
  - Ensure all school principals are made aware of the purpose and extent of annual English language proficiency testing (e.g., accountability requirements and logistics) and the importance of test security and data collection procedures.
  - Assist in ensuring all school ACCESS for ELLs 2.0 test administrators within the school system are appropriately trained in the administration of each domain.
  - Assist in ensuring all students have completed the online practice items on a day before testing.
  - Answer questions related to the domains of the ACCESS for ELLs 2.0. Provide access to and disseminate information from the WIDA Consortium Help Desk in relation to the domain administration.
  - Share questions related to ACCESS for ELLs 2.0 testing policy and procedures with the school system test coordinator.
- For ACCESS for ELLs 2.0 Paper, assist the school system test coordinator in ensuring all annual paper materials are packaged and shipped to the contractor according to procedures outlined by the NCDPI and the contractor.
- Work collaboratively with the school system test coordinator to emphasize the importance of accurate data collection to all ACCESS for ELLs 2.0 test administrators.

- Work collaboratively with the school system test coordinator to review, analyze, and disseminate testing results.
- Report all testing irregularities to the school test coordinator.

### **School Test Coordinator's Roles and Responsibilities**

The principal or principal's designee (i.e., an employee of the school/school system who has professional training in education and the state testing program) shall serve as school test coordinator. The school test coordinator is responsible for monitoring test administrations within the building and responding to situations that may arise during test administrations. The school test coordinator must be accessible to test administrators and proctors during the administration of secure state tests. Because of this accessibility requirement, the school test coordinator must not be given the responsibility of administering and/or proctoring a test. However, if an emergency situation arises where there are a small number of students who need to be tested, the school test coordinator may serve as the test administrator.

The school test coordinator has the following responsibilities:

- 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.
- Adhere to the district testing plan and test administration schedules established by the NCDPI and the school system test coordinator.
- Attend training sessions sponsored by the LEA test coordinator on the policies and procedures for conducting a proper test administration and for reviewing and processing test materials. Complete Web-based trainings and read and study the *WIDA ACCESS for ELLs 2.0 2016–2017 District and School Test Coordinator Manual*.
- Become familiar with the *INSIGHT Technology User Guide* and the *WIDA Assessment Management System (WIDA AMS) User Guide*.
- Develop and document in writing a schoolwide testing plan for administering tests under secure conditions.
- Implement the school system's testing policies and procedures and establish any needed school policies and procedures to ensure all eligible students are tested.
- Ensure all students have completed the online practice items on a day before testing.
- Account for and maintain the security of test materials.
- Store test materials in a secure, locked facility. Access to the storage facility 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 storage facility where secure materials are stored.
- Accurately count, record the numbers of, and distribute test materials required for the test administrations at the school before each test administration. Immediately

after each test administration, collect, count, and return test materials to the secure, locked storage facility. Immediately report any discrepancies in the count to the LEA test coordinator and principal.

- Select test administrators who meet the qualifications as described in the *Test Administrator Qualifications* for the ACCESS for ELLs 2.0 section located in this document.
- Train all school personnel on the appropriate use of test materials, test security, and the North Carolina *Testing Code of Ethics*.
- Ensure appropriate staff are trained in the provision of testing accommodations for students with disabilities.
- 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 shall immediately report that information to the principal/school test coordinator and the school system test coordinator.
- 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.
- Allow test materials to be distributed immediately before the test administration (SBE policy TEST-010) unless otherwise authorized by the NCDPI.
- Return all test materials to the school system test coordinator, as directed, immediately following the completion of the test administration.
- Maintain the confidentiality of individual student scores when reporting test results to the public and the media.
- Contact the school system test coordinator immediately with any allegation of a testing violation.
- Use and follow all procedures in the OTISS to document and report all testing irregularities.

### **Test Administrator’s Qualifications**

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 (TEST-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. In addition, ACCESS for ELLs 2.0 test administrators must satisfy these additional conditions:

- must be highly proficient in the English language (The individual's spoken English must be clearly understandable by all language-minority students during the test administration.)
- must complete all test administration training and certificate of completion requirements for the ACCESS for ELLs 2.0

- must pass the certification quiz for the Speaking Scoring module

### **Test Administrator's Responsibilities**

The test administrator administers and monitors the test and is also responsible for managing student data before, during, and after testing. In addition to the responsibilities outlined in Section 2 of the *WIDA ACCESS for ELLs 2.0 2016–2017 Test Administrator Manual*, the test administrator has the following responsibilities:

- Read and sign a Test Security Agreement (provided by the school test coordinator) at the conclusion of the ACCESS for ELLs training session. All signed Test Security Agreements must be kept on file with the school test coordinator.

- Those who will administer and score the ACCESS for ELLs 2.0 Paper Speaking test must pass the certification quiz for the Speaking Scoring module. See page 14 of the *WIDA ACCESS for ELLs 2.0 2016–2017 Test Administrator Manual*.

- Complete the ACCESS for ELLs Training Course (Online and/or Paper).
- Complete associated quizzes.
- Become familiar with the *WIDA AMS User Guide* in order to learn how to manage student data details.
- Attend a test administration training session conducted by the LEA or school test coordinator before each test administration and, if applicable, a training session on the provision of accommodations. Test administrators must be trained on how to administer each domain of the ACCESS for ELLs 2.0 as well as on the policy and procedures associated with the test.

- Read and study thoroughly the *ACCESS for ELLs 2.0 2016–2017 Test Administrator Manual* before the test administration.
- Read and study thoroughly the codified North Carolina *Testing Code of Ethics* before the test administration.
- Discuss with students the purpose of the test administration before the test administration date.
- Encourage students to do their best.
- Discuss with students how the test results will be used.

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| <ul style="list-style-type: none"><li>• For the ACCESS for ELLs 2.0 Paper, practice administering and scoring the Speaking tests and all Kindergarten tests.</li></ul> |
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- Review the online Test Demos and Test Practices and familiarize students with both before testing.
- Ensure all students have completed the online practice items on a day before testing.
- Maintain test security at all times while handling test materials.
- Account for and record the number of secure test materials, including supplemental materials and used blank paper before, during, and after the test administration, and notify the school test coordinator/principal immediately of any discrepancies in the counts.
- Ensure personal cell phones are turned off, and they, or any other electronic devices, are not accessed at any time during the test administration, including breaks(s).
- Administer the test to all eligible students (SBE policy TEST-010).
- Conduct an unbiased administration of the tests according to the policies, procedures, and directions in the test administrator manual and any subsequent updates developed by the NCDPI Division of Accountability Services/North Carolina Testing Program.
- When applicable, utilize the appropriate procedures for the provision of accommodations during test administrations for students with disabilities.
- 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.
- Provide a positive test-taking environment (SBE policy TEST-010). Avoid distracting behaviors such as holding extended conversations with the proctor, reading newspapers or novels, eating, carrying out other personal or professional duties, or talking/texting on cell phones (see the *Prohibited Items in the Test Room* section of this guide).

- Ensure the classroom is orderly during the test administration.
- Review under secure conditions in a group setting (i.e., three or more school personnel) each student's answer sheet for completeness, correctness, and scorability (e.g., no pencil marks outside the bubbles). Student responses must not be modified during the review process.
- Arrange with the school system test coordinator or his/her designee to test students who require a makeup test session.
- 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.

### **Technology Coordinator's Responsibilities**

Technology coordinators are responsible for all technical and system set ups for online testing and for working with DRC on any local system issues. They will complete Web-based trainings and checklists that will be available through the WIDA-AMS. The technology coordinator has the following responsibilities:

- Complete the *Technology Readiness Checklist for WIDA Online Assessments*.
- Become familiar with the *DRC INSIGHT Technology User's Guide* and the *WIDA Assessment Management System User Guide*.
- Download necessary software from WIDA AMS to the testing computers before the test and run a system-readiness check.
- Verify that the firewall and filters on the computer network are configured correctly to allow communication with the online servers and that the correct URLs and IP addresses are white listed.
- Create communication procedures with test coordinators to support test administrators during the scheduled testing days.
- Ensure that devices used for administering the online test components meet the minimum system requirements and are configured to support testing.
- Implement the approved communication plan to provide test coordinators and test administrators with contact information if there are technology issues during testing.
- Be available to help troubleshoot problems and/or contact DRC for technology solutions during test administrations.

### **Proctor's Responsibilities**

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

- Proctors may **not** assist students in choosing responses to test questions and must not, at any time, modify, change, alter, or tamper with student responses to test questions.
- At no time shall proctors be alone with secure test materials.

- At no time shall proctors be responsible for reading directions or test questions, or otherwise providing information for the test administration to students.
- Proctors must not pick up test materials from or return test materials to the school test coordinator at the beginning or the end of testing unless accompanied by the appropriate school personnel.

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

Several conditions should apply when using the roving proctor option:

- 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 (3) 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.
- Test groups that will be monitored by a roving proctor must be considered. For example, a small group of students who are easily distracted might not be the best test group for a roving proctor.
- Students must be informed before the day of the test administration that a roving proctor will be coming into and out of the testing room to monitor their test administration.
- The LEA/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 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 RAC and exhausting **all** options, it is not possible to provide a proctor (either one-on-one or roving) for every test setting, LEAs/charter schools must complete a *Proctor Hardship Notification Form* (provided by the NCDPI) and submit it to the RAC. This form serves two purposes: (1) to document which districts/charters utilize this option and (2) to have their written assurance that the districts/charters assume responsibility for test security.

### **ACCESS for ELLs 2.0 Training Course and Certification**

The training course within the WIDA Secure Portal (<https://www.wida.us/login.aspx>) allows educators to access training to become certified to administer ACCESS for ELLs 2.0 as well as additional materials and resources that can assist administrators and coordinators before, during, and after the state's testing window. Test administrators must refer to pages 12–14 of the *WIDA ACCESS for ELLS 2.0 2016–17 Test Administrator Manual* for guidance on required training courses and certification for online and paper administrations.

## Roles and Responsibilities Following Testing

### EL Data-Related Roles and Responsibilities after Testing

While the ACCESS for ELLs 2.0 was developed by the WIDA Consortium, it is contractor-scored by DRC. DRC provides scores electronically at the state level through PowerSchool. PowerSchool is the authoritative source for EL student data and therefore serves as the official system for verifying student EL status. LEA test coordinators must work collaboratively with EL coordinators to ensure all EL data is complete and accurate.

The following guidelines regarding the roles and responsibilities of school system test coordinators and EL coordinators are provided to assist local school systems with the data collection effort and reportage. The local superintendent or superintendent's designee assigns roles and responsibilities within the school system, and this information should be used as guidance in establishing local policies and procedures. The local superintendent is responsible for providing the final authorization regarding the completeness and accuracy of the data.

### School System Test Coordinator

The school system test coordinator serves to assist in the local administration, reporting, and interpretation of tests and other accountability measures. The school system test coordinator has the following responsibilities in relation to EL data collection and reporting:

- Collaborate with the EL coordinator to ensure all eligible students who are identified as ELs in PowerSchool are tested.
- Establish a school system procedure for maintaining student confidentiality for all test data. Emphasize the importance of accurate data collection.
- Work collaboratively with the EL coordinator to review, analyze, and disseminate testing results.
- Receive paper copies of the ACCESS for ELLs 2.0 score reports. Additional information on scores and reports can be found at <https://www.wida.us/assessment/ACCESS20.aspx#scoring>

*The NCDPI recommends the following processes for handling and disseminating the reports; however, this process can be adapted to suit the needs of the school system.*

**Note:** The reports are being provided only to the school systems. The NCDPI will NOT receive copies of these reports.

- Download the *Interpretive Guide for Score Reports* once it becomes available.
- Prepare sufficient copies of parent reports in other languages to attach to each parent score report, as necessary (<http://www.wida.us>).
- Make a copy of the Student Roster Reports to keep as records.

- Distribute the Teacher Reports and School Frequency Distribution Reports to each school. Schools should determine the process for maintaining this documentation, possibly by placing the Teacher Reports in each student's permanent record or by some other manner consistent with the school system's record-keeping policies or practices.
- Distribute the Parent/Guardian Reports to the schools for distribution to parents/guardians.
- Distribute the Student Roster and District Frequency Distribution Reports to EL coordinators.
- Establish a secure system for collecting any questions/concerns regarding missing reports/data from the EL coordinators.
- Immediately report any concerns/questions based on the distribution of reports/data to the RAC.
- Fulfill any future requirements from the NCDPI Division of Accountability Services/North Carolina Testing Program in regard to providing data for scoring or reporting purposes.

### **School System EL Coordinator**

The individual serving as the school system EL coordinator assists in the local administration of language instruction programs and supports the facilitation of accountability measures. The school system EL coordinator has the following responsibilities in relation to EL data collection and reporting:

- Coordinate and maintain records of students identified as ELs; ensure designated individuals in the LEA are accurately entering student information of all EL students into the WIDA AMS and PowerSchool.
- Ensure all currently identified EL students are included in PowerSchool. The school system test coordinator should assist as needed.
- Ensure the accuracy of the data in PowerSchool.
- Work collaboratively with the school system test coordinator to emphasize the importance of accurate data collection.
- Review, analyze, and communicate testing results.
- Be aware of when the test coordinator will ship ACCESS for ELLs 2.0 score reports to the school personnel.
- Ensure ESL school personnel interpreting score reports are using them appropriately when making programmatic decisions for students.
- Receive and review the Student Roster and District Frequency Distribution Report and maintain a copy for your records.

- Use the data from the Student Roster and District Frequency Distribution Report to evaluate the delivery of services to EL students by content and ESL teachers, and make program changes as needed.
- Collect any questions/concerns about the distribution of data/reports (e.g., missing data) from school-level staff. Immediately and securely communicate these corrections/discrepancies to the school system test coordinator. The preferred method would be a secure system that does not include use of e-mailing secure student information.

## General Instructions for Labels

Student test books must be labeled using provided labels. There are three types of labels which may be affixed onto a student test book:

- Pre-ID label
- District/School label
- Do Not Process label

Any booklet to be scored must have either a Pre-ID label or a District/School label with bubbled student information. *Test books returned without a Pre-ID or District/School label will result in the books being processed as unused and no score will be assigned.* These labels should only be applied to books that will be or have been used. Books that contain labels but no student responses will still be scored, and a score will be assigned to that student.

Before affixing any label to a test book, check the label to ensure that the information is correct. Affix the appropriate label to each test booklet. Place the label squarely in the box located in the upper right-hand corner on the front of the test booklet. Do not remove any label that has been affixed to the test booklet. Instead, the label may be covered with another label of the appropriate type. Do not write on the labels, as doing so will not correct information on the label.

**Note:** Each LEA will receive an overage of test books to use with EL students who enroll after December 2, 2016, and do not have Pre-ID labels.

## Pre-ID Labels (White)

Pre-ID Labels eliminate the need to complete the demographic information on the back cover of the student's test booklet; however, the date of testing must be completed on the front cover. Check the Pre-ID labels carefully to ensure the information displayed is correct.

- If the label is correct, place the label in the box on the front cover of the test book in the designated area. Only one Pre-ID label can be placed on the test book. This will ensure accurate machine scanning of the barcode portion of the label.
- If the label is incorrect, contact your test coordinator. The information should be corrected in WIDA AMS by the Test Coordinator. **Do not write on the labels, as doing so will not correct information on a label.**

- Student information changes or demographic changes made by writing on a Pre-ID label or by completing the demographic pages on the front and back covers of the test booklet WILL NOT change the information embedded in the Pre-ID label. Embedded Pre-ID label information will supersede information filled on the demographic pages. The data must be changed in WIDA AMS.
- The date of testing must be completed on the front cover of the booklet. Accommodations and Do Not Score fields (back cover) may be bubbled or marked in WIDA AMS.
- If you do not have a Pre-ID label for a student, the student demographic information must be manually filled in on the front and back covers, and the District/School label must be affixed on the test booklet. Incorrect labels and demographic information can result in incorrect, late, or no reporting of scores for those affected students.
- Schools should securely destroy Pre-ID labels for students who will not be tested.

Sample Pre-ID  
Label  
(White)

20XX-20XX WIDA ACCESS for ELLs 2.0

Name: STUDENT, SAMPLE  
District: <State>01 SAMPLE DISTRICT  
School: 0010 SAMPLE SCHOOL  
Grade: 11 Gender: M Birth Date: 10/09/1927  
Student ID's- State: XXXXX0000X District: XXXXX0000X

Barcode

P519999 10150069 4  
140000 24/06/20XX

### District/School Labels (Yellow)

District/School labels contain the district- and school-specific information only. If a student does not receive a Pre-ID label, a District/School label must be affixed, and the demographic pages must be completed on the front and back covers of the test booklet. The front and back of the test booklet must be completed with a No. 2 pencil when a District/School label is affixed. This label must be placed in the box located in the upper right-hand corner on the front of the test booklet. Labels are school-specific and may not be shared between schools. If needed, additional District/School labels may be ordered through WIDA AMS Additional Materials.

Sample  
District/School  
Label  
(Yellow)

20XX-20XX WIDA ACCESS for ELLs 2.0

District/School Label

DISTRICT: <State>99 SAMPLE DISTRICT  
SCHOOL: 9999 SAMPLE SCHOOL

Barcode

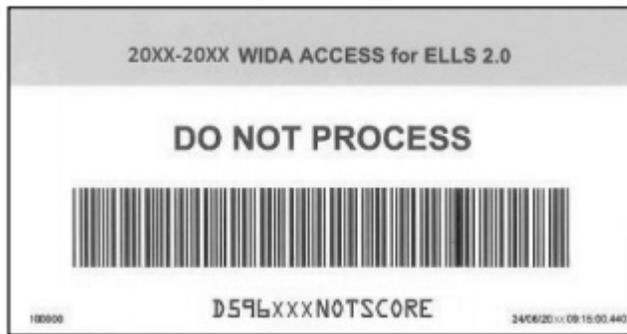
L596XXX 20003792 5  
0003 20--0024153058

### Do Not Process Labels (White with Orange Stripe)

DRC has preprinted a “blank” barcode space on the front of every test booklet. A “blank” barcode space with no label applied indicates the test booklet has not been used and should not be processed. **There is no need to place a Do Not Process label on test booklets that haven’t been used.** Do Not Process Labels should be used very rarely. Only a small supply will be shipped. These labels are supplied for use on test books that are damaged or should not be processed.

The Do Not Process Label contains a barcode that indicates the test booklet should not be processed. Test booklets that have a Do Not Process Label will be processed as blank even if there are student responses inside.

Place the label in the box located in the upper right-hand corner on the front of the test booklet. If a Pre-ID or District/School label is in that box, place the Do Not Process label directly on top of it.



Sample Do Not Process Label  
(White with Orange Stripe)

For additional information and circumstances for using these labels, refer to pages 18–21 of the WIDA ACCESS for ELLs 2.0 2016–2017 *Test Administrator Manual*.

## Completing Demographic Information (*Front Cover*)

### Instructions for Hand-Entering Information on the *Front Cover* of Test Booklets with Pre-ID or District/School Labels Affixed

The demographic information embedded in the Pre-ID label supersedes student information bubbled on the test booklet. If a student does not have a Pre-ID label, the correct District/School label must be used, and school personnel must complete the demographic pages correctly on the front and back covers of the test booklet. The front and back of the test booklet must be completed with a No. 2 pencil.

The following information must be completed on the **front** cover of test booklets that have either a Pre-ID or District/School label affixed:

1. **DATE OF TESTING.** This field must be completed for **all** students, regardless of whether they use a Pre-ID label or District/School label. Start at the left, bubble in the date testing was completed by the student (MM/DD/YY).
2. **STUDENT NAME.** Code only for District/School labels. Start at the left and print one letter of the student's last name in each box. Completely fill in each corresponding box below the letters, making sure the marks are dark. Repeat this process for the student's first name and middle initial as it appears in PowerSchool.

## Completing Demographic Information (*Back Cover*)

### Instructions for Hand-Entering Information on the *Back Cover* of the Test Booklet

**Not all sections on the back of the test booklet are to be completed.** If hand-entering is necessary (i.e., a District/School label is affixed), North Carolina test administrators will hand-enter only the following sections of the back cover:

#### Complete for District/School Labels Only

- District Name
- School Name
- State Name Abbreviation
- Birth Date
- Grade Level
- Gender
- State Student ID Number (i.e., PowerSchool Student Number)

#### Complete for Pre/ID and District/School Labels, If Applicable

- Do Not Score This Section for This Student (if applicable)

The following information must be completed on the **back** cover of test booklets that have District/School label affixed:

1. DISTRICT NAME. Start at the left and print the district name, putting one letter or number in each box.
2. SCHOOL NAME. Start at the left and print the school name, putting one letter or number in each box.
3. STATE NAME ABBREVIATION. Print the two-letter state name abbreviation for your state.
4. BIRTH DATE. Starting at the left, bubble the student's birth date. For example, if the student's birth date is March 15, 1999, bubble in 03151999 (03 for March [MM], 15 for the day [DD], and 1999 for the year [YYYY]).
5. GRADE LEVEL. Select the grade level for the student. **Important: Incorrect Grade Level will affect reporting.**
6. GENDER. Fill in the M bubble if the student is male, or fill in the F bubble if the student is female.
7. STATE STUDENT ID NUMBER. Starting at the top left, print the student's PowerSchool student number in the blank boxes and fill in the corresponding bubble below each number. There is no need to fill in any remaining empty boxes with zeros.

Note: If you are completing this field for the Writing test for ACCESS for ELLs 2.0 Online, bubble the State Student ID exactly as it appears in WIDA AMS.

8. DO NOT SCORE THIS SECTION FOR THIS STUDENT. Use of the codes in this box indicates a special circumstance. If any of these bubbles are filled in, the score for that domain will **not** be reported in the data file sent to the state or on all score reports distributed to the district. The overall proficiency level is "NA" for these records. NA scores uploaded into PowerSchool appear as "0" (zero). The code will provide an explanation as to why information is missing for an EL student who was reported as enrolled in the school system and was required to be assessed.

Note: For District/School labels, this section must be bubbled to indicate special circumstances, if applicable. For Pre-ID labels, this section must either be bubbled **or** the Do Not Score codes must be marked in WIDA AMS to indicate special circumstances, if applicable.

When a portion of the test should not be scored for one of the following reasons, fill in the appropriate bubbles for the particular domain(s).

Domains: “L” = Listening, “R” = Reading, “W” = Writing, and “S” = Speaking

**ABS (Absent)** indicates the student was absent for a domain of the test; if so, fill in the appropriate bubble(s) for the domain(s) the student did not take. The ABS code should also be coded for the following reasons:

- Student moved to another school system within North Carolina.
- Student was enrolled during the annual testing window but transferred before the test administration.
- Student moved out of North Carolina.
- Student dropped out of school.
- Student was suspended long-term.
- Student was expelled.
- Student did not return to school, and student location is unknown.

**INV (Invalid)** indicates that even though a student may have completed some or all of the test items, the testing was not valid and no score should be reported for that domain. For example, this code can be used if a student becomes ill during the test or if a student engages in inappropriate testing practices; if so, fill in the appropriate bubble(s). Do not use this code for students with disabilities who are unable to complete some or all of the test items because of their disability.

**DEC (Declined)** Declined indicates a student refused to test. This assessment is NOT an optional assessment. It is required. A student cannot opt out of the state’s annual assessment. Use this indicator only when a student refuses to participate even after the test administrator has made several attempts to engage the student in the assessment. In this event, fill in the appropriate bubble(s).

**SPD (Deferred Special Education/504)** indicates an IEP team or Section 504 committee determined the student is unable to participate in one or all of the domains of this test; if so, fill in the appropriate bubble(s). This code also applies to why a response was not provided by the student, including the following reasons:

- Student has physical disabilities.
- Student has significant cognitive disabilities.

Note: If any of these bubbles are filled in, the test booklets must be returned with the other test books to be scored.

## Entering Required Testing Accommodations Information for Eligible Students

Students with disabilities who have testing accommodations documented in an IEP or Section 504 Plan and students with transitory impairment documentation are eligible to receive these accommodations on the ACCESS for ELLs 2.0.

- For District/School labels, accommodations provided to a student must be bubbled.
- For Pre-ID labels, if accommodations were used, this section must be bubbled or accommodations must be marked in WIDA AMS Student Management. If the accommodations are marked in WIDA AMS, there is no need to also bubble, unless changes need to be made. Note: Accommodations in WIDA AMS will supersede those bubbled on a test book.

Test administrators must complete the North Carolina *Review of Accommodations Used During Testing* form and keep it locally with the student's IEP, Section 504 Plan, or transitory impairment documentation. This accommodations form is not scanned or returned with ACCESS for ELLs 2.0 test materials.

Note: A North Carolina *Special Accommodation* Form must be filed and approved by the North Carolina Testing Program/Accountability Services Division before testing for any testing accommodations that are not included on the state-approved list of accommodations.

## Preparation for the Test

### Prepare Students for Testing

Before the test administration date, teachers should discuss with students the purpose of the test administration and must inform them that they are not to share test items with others (e.g., students and teachers). Teachers are not allowed to discuss test items with students and must not use test items or information from students as the basis for additional instruction or review. Excerpts from the tests must not be used at any time during classroom instruction or in resource materials such as study guides.

Before the designated test administration date and according to SBE policy TEST-010, teachers may help students improve test-taking skills by

- familiarizing students with test formats using curricular content;
- teaching students test-taking strategies and providing practice sessions;
- using the ACCESS for ELLs 2.0 test demos (ACCESS for ELLs 2.0 Online only); and
- completing the required practice test items (ACCESS for ELLs 2.0 Online only).

Note: The ACCESS for ELLs 2.0 test demos are designed to be viewed by students on days before taking the ACCESS for ELLs 2.0 Online test. The test demos use graphics, screen capture, and sound to present visual and verbal descriptions of the properties and features of the ACCESS for ELLs 2.0 Online assessment by walking the students through animated test directions. Each test demo is comprised of a series of small modules. There is a unique test demo for each of the following grade spans: Grades 1–3, Grades 4–5, Grades 6–12. The test demos can be assessed through the WIDA AMS website at [www.wida-ams.us](http://www.wida-ams.us). They are accessible without having to log in to the website. The test demo should be viewed by the students before the completion of the test practice items. More information on the test demo is available on pages 101–103 of the *WIDA ACCESS for ELLs 2016–2017 Test Administrator Manual*.

### Required ACCESS for ELLs 2.0 Online Test Practice Items

The NCDPI requires every student participating in the ACCESS for ELLs 2.0 Online test to complete the ACCESS for ELLs 2.0 Online test practice items at least one time at the school before test day. Students should not complete the practice items on the day of the test administration. The practice items are designed to allow students to experience taking the assessment on a desktop, laptop, or tablet and to experiment with the features and tools available to them during an actual assessment. It is especially important to show students the test practice for the Speaking test as it involves features that some students may not be familiar with. Students only need to complete the test practice items applicable to their grade-level cluster.

The test practice can only be accessed from INSIGHT by using the INSIGHT desktop icon from students' desktops, laptops, or tablets. More information on the test practice is found on pages 103–108 of the *WIDA ACCESS for ELLs 2016–2017 Test Administrator Manual*.

## Student Test Tickets

All students taking the ACCESS for ELLs 2.0 Online will receive a test ticket for each domain. The test ticket contains the unique login credentials the student must use to access and begin the online administration of the test. These tickets are secure materials and must be treated as such. All online test tickets must be returned by the test administrator to the school test coordinator upon completion of each test administration. **Test tickets are to be securely destroyed upon the completion of all test sessions.** See page 99 of the *WIDA ACCESS for ELLs 2016–2017 ACCESS for ELLs Test Administrator Manual* for more information on student test tickets.

Note: Charter Schools are required to securely destroy test tickets upon the completion of all test sessions and must also complete the *Charter School ACCESS for ELLs 2.0 Test Ticket Destruction Verification Form* and submit it to the RAC (see Appendix D).

## Prepare the Testing Environment

Test administrators must prepare appropriate physical conditions for testing rooms. All testing rooms must be prepared in the following manner:

- Cover or remove posters, bulletin boards, and/or instructional displays that contain content being measured or test-taking skills.
- Cover or remove all reference materials (printed or attached) on student desks.
- A “**Testing—Do Not Disturb**” sign should be ready to post outside of the testing room.
- Ensure the room has enough devices (i.e., desktops, laptops, or tablets) for each student.
- Ensure each student has enough space in which to work.
- Seating must be arranged to discourage students from sharing responses.
- Make sure the audio is loud enough for the student(s) to hear (applicable for the Listening and Speaking domains).
- Test the audio on all headphones. Test administrators should not use speakers to administer any part of the test.
- Plan to have a table on which to lay out test materials.
- Verify that the Internet connection is functional on the devices used to administer the test.
- Have reading materials available for students who finish early.
- Have a watch available or make sure there is a functioning clock in the testing room.
- Contact the school test coordinator before the test administration if there are questions related to the testing environment.

- For the ACCESS for ELLs 2.0 Paper administrations, test in a classroom with desks that can comfortably accommodate the number of students being tested (indicated on the Test Session Roster).
  - For the Speaking domain, a classroom or quiet room with space for the student and test administrator will be sufficient.

**Note:** See pages 70–71 in the *WIDA ACCESS for ELLs 2016–2017 Test Administrator Manual* for additional information on preparing the testing room for Paper administrations.

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

- verify that the student has completed the test, checked over his/her answers, and is sure he/she is ready to end the test session;
- collect all ancillary materials (e.g., used blank paper); 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.)

**Note:** Additional information on preparing the testing environment for Online administrations is found on pages 97–98 and Section 6.7 of the *WIDA ACCESS for ELLs 2016–2017 Test Administrator Manual*.

## Ordering Test Materials

DRC will contact test coordinators via e-mail shortly before the materials ordering window opens to provide detailed information on how to place orders. Regardless of whether materials are for the Online or Paper assessment, all test materials will be ordered from DRC using the WIDA Administration Management System (WIDA AMS). Complete details on how to order materials are explained in the *WIDA Assessment Management System User Guide*, available in the training course. Test coordinators should be sure to consult the *User Guide* for the complete procedure. **Grades 4–12 Writing Response Booklets will not be ordered or shipped with the initial materials order.** If needed, LEAs can order them in the Additional Materials ordering window (January 17–March 17, 2017).

## Equipment Needed

For the ACCESS for ELLs 2.0 Online assessment, the following equipment is required unless administering Writing Grades 1–3, which is entirely paper-based:

- desktop or laptop computer or a tablet for each student
- headphones or headsets for each student (Do not use speakers to administer the test. The headsets used for the Speaking test must include a functioning microphone to allow students to record their responses.)

Information on technology requirements for devices used to administer the test can be found in the *WIDA AMS User Guide* and the *INSIGHT Technology User Guide*. For a list of materials needed for the ACCESS for ELLs 2.0 Online administrations, see page 97 of the *WIDA ACCESS for ELLs 2016–2017 Test Administrator Manual*.

For the ACCESS for ELLs 2.0 Paper assessment, the following equipment is required for the Listening and the Speaking Tests:

- A CD player or desktop/laptop computer (to play the CD)
- Speakers (Do not use headphones to administer the Listening test.)

For more information on CD player requirements, see page 74 of the *WIDA ACCESS for ELLs 2016–2017 Test Administrator Manual*.

## Student Markings in the Test Book (Paper)

For the ACCESS for ELLs 2.0 Paper assessment, students answer questions by marking directly in the test booklet with a number 2 pencil with the exception of the Speaking domain, to which students respond orally. Students should completely fill in the circles of their test booklet when indicating their answers to the Listening and Reading domains. The test administrator should encourage students to fill in their answers properly in their test booklet.

Care should be taken to apply the same rules for coding test booklets as those that apply to any scannable answer sheets.

### Use of Highlighters and Writing in the Test Book as a Test-Taking Strategy

Highlighters are permitted as a test-taking strategy on the ACCESS for ELLs 2.0 Paper if (1) students are instructed on how to properly use highlighters in scannable test books and (2) test administrators and proctors monitor test administrations to ensure highlighters are used appropriately. If a student writes or uses a highlighter in the test book as a test-taking strategy, test administrators must ensure (1) the student's responses are dark pencil marks that completely fill the bubbles and (2) any stray pencil or highlighter marks do not interrupt the white space surrounding the area designated for bubbling. **White space surrounding the area designated for bubbling should be left clear of student markings.**

Students should not make marks in the test booklet other than in the specified places. Stray marks could cause errors in scanning and scoring the test books. Stray pencil marks may be erased; however, if the pencil markings cannot be erased and/or highlighter markings are inside of the white space that must be kept unmarked, the test administrator or principal's designee must transfer the student's responses to a new, clean test book. Extra test books are provided to districts and can be used for this purpose. The transcription and verification process 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. Once the student's responses have been transcribed and verified, the test administrator or designated personnel must clip the two test books together and ship the documents to DRC for scoring and processing. If test books are submitted and cannot be scored because of stray pencil marks or improper highlighter markings, **the cost and resubmission of the new test book will be at the expense of the school district.**

Use of Student Marks Answers in Test Book Accommodation

Special attention must be paid by test administrators in the use of the *Student Marks Answers in Test Book* accommodation. The North Carolina *Testing Students with Disabilities* (August 2016) publication requires students provided with this accommodation to circle their responses to test questions directly in their test books during test administrations. The accommodation is typically provided to students with a current Individualized Education Program (IEP) or Section 504 Plan who have difficulty transferring information; have difficulty staying focused on tasks; or have mobility, coordination, or motor limitations.

Under secure conditions in a group setting (i.e., three or more designated school personnel), the test administrator or other designated school personnel must review each student test book in which the *Student Marks Answers in Test Book* accommodation is used to ensure the student's final answers are clearly bubbled and ready to be machine scored. *Tampering with student responses to test items in the test booklet constitutes a serious breach in test security.*

## Universal Design, Administrative Considerations, Universal Tools, and Accommodations

District and school-level personnel as well as decision-making teams, including IEP teams and Section 504 Plan teams, must refer to this section of the guide for the state-approved administrative considerations, universal tools, and accommodations available for the administration of the ACCESS for ELLs 2.0®. The aforesaid considerations, tools, and accommodations are recommendations only and do not replace or amend state policies.

### Universal Design

ACCESS for ELLs incorporates Universal Design principles in order to provide greater accessibility for all ELs. The test items are presented using multiple modalities, including supporting prompts with appropriate animations and graphics, embedded scaffolding, tasks broken into chunks, and modeling that uses task prototypes and guides.

### Administrative Considerations

Only the following administrative considerations, are approved by the state and are **available to all ELs** taking ACCESS for ELLs 2.0. Administrative considerations do not need to be preselected in the student record in the WIDA Assessment Management System. Students must complete the practice test items on days before the test so that these tools do not become a distraction during the online test administration.

Administrative Considerations	Description
Familiar Test Administrator	Students may feel more comfortable with a known test administrator. All test administrators must be trained and certified to administer the test.
Monitor Placement of Responses in the Test Booklet or Onscreen	The test administrator may monitor response placement to ensure that the student is marking the answer in the correct locations for the problem the student intends to answer. The test administrator must not assist the student in any way with respect to the content of the item or selecting the correct response.
Participate in Different Testing Format (Paper vs. Online)	The state requires that the ACCESS for ELLs 2.0 be administered online. The only exceptions to this requirement are <ul style="list-style-type: none"> <li>• local education agencies (LEAs) or charter schools that do not have the technology to support administering the online ACCESS for ELLs 2.0 and</li> <li>• students with disabilities who have documented accommodations that dictate a paper/pencil test format is necessary for accessibility (e.g., <i>Student Marks Answers in Test Book, Braille Edition</i>).</li> </ul>

	<ul style="list-style-type: none"> <li>Some students participating in online testing in Grades 4–12 may need to take just the writing domain using the paper-based format. In this situation, the student must not use the online test platform for any part of writing as this results in the student receiving the lowest possible score for the domain.</li> </ul>
<p>Verbally Redirect Student’s Attention to the Test (in English)</p>	<p>The test administrator may verbally redirect the student’s attention to the test in English if the student is demonstrating off-task behaviors. Care must be taken not to coach or assist the student. Verbal redirection should be provided quietly without disturbing other students in the testing environment.</p>
<p>Adaptive Seating</p>	<p>Adaptive seating must be consistent with the seating used routinely during classroom instruction and similar classroom assessments. Adaptive seating may include, but is not limited to, round tables, standing desks, stability/yoga balls, working on the floor with a clip board, sitting on a couch, or sitting on a floor mat at a table. All adaptive seating must be positioned in such a way that no student is able to see another student’s test documents. All rooms with adaptive seating designated for testing (including those to which students may be relocated), <i>must</i> be approved by the RAC before testing can occur.</p>
<p>Preferential Seating within the Regular Classroom</p>	<p>Preferential seating within the regular classroom (i.e., not in a separate setting) may be used for students for the administration of all tests within the North Carolina Testing Program. Preferential seating may be appropriate for students who have difficulty maintaining attention in a group setting, students who use specialized equipment that may be distracting to others, or students with visual impairments who may need special lighting or closer seating to the front of the room. Preferential seating must be used routinely during classroom instruction and similar classroom assessments. All preferential seating must be positioned in such a way that no student is able to see another student’s test documents.</p>

## Universal Tools

The following chart indicates the state-approved universal tools that are approved and are **available to all ELs** taking ACCESS for ELLs 2.0, provided that all standardized testing and security requirements are met. Universal tools do not change what the test items are designed to measure, nor do they change the way test scores are interpreted. These may either be embedded in the online test or provided by test administrators during testing.

Administration Procedure	Notes
Color Contrast/Color Overlay	<p><b>Online:</b> A student can choose from 8 predefined color combinations.</p> <p><b>Paper-and-Pencil:</b> A student can use a color acetate overlay to place over the test booklet.</p>
Highlighters, Colored Pencils, or Crayons	<p><b>Online:</b> Students can select the highlighter button located at the bottom of the screen and drag the tool across the text to mark it in yellow. This is only available with mouse control.</p> <p><b>Paper-and-Pencil:</b> Students can use their preferred writing tool(s) to mark specific text in the test booklet.</p>
Keyboard Navigation	<p><b>Online:</b> Navigation throughout the test can be accomplished by using a keyboard in place of a mouse. Keyboard navigation does not allow for manipulation of embedded tools.</p>
Line Guide or Tracking Tool	<p><b>Online:</b> After selecting the Line Guide button found at the bottom of the screen, a light blue rectangle will appear in the upper right portion of the screen.</p> <p><b>Paper-and-Pencil:</b> Students may use the tracking tool they typically use during instruction. This tool must be blank.</p>
Low-Vision Aids or Magnification Devices	<p><b>Online:</b> After selecting the magnifier button, students may enlarge the test content by choosing 1.5x or 2.0x. Students may need to scroll left-right or up-down to view all content when it is enlarged.</p> <p><b>Paper-and-Pencil:</b> Magnification devices are only available to students with a documented need in either their IEP or 504 Plans.</p>
Sticky Notes	<p><b>Online:</b> Students may select the sticky notes button located at the bottom of the screen, which produces a blank box that pops-up on screen. Students may type notes in the box. Sticky notes are available on only some screens. Students may also use blank scratch paper, but scratch paper is <i>not permissible during the Speaking test</i>.</p>
Scratch Paper	<p><b>Online:</b> Scratch paper can be distributed to each student for the Writing test (grades 4–12). For the Listening and Reading tests, students can request to use this as needed. Scratch paper is <i>not permissible during the Speaking test</i>.</p> <p><b>Paper-and-Pencil:</b> Students may use blank scratch paper to work through the test; however, only responses within the test booklet will be scored.</p>

## Accommodations Available for ACCESS for ELLs 2.0

Accommodations for the ACCESS for ELLs 2.0 are available only to ELs with disabilities when they are documented in a current IEP or Section 504 Plan and the student requires the accommodation(s) to participate in the test meaningfully and appropriately. Accommodations may be embedded and delivered within the online test platform or be delivered locally by a test administrator.

The information located in the *Testing Students with Disabilities* publication should be followed when providing these accommodations to students in conjunction with this guide. Test administrators must ensure that the appropriate accommodations are provided to each student at the time of testing.

## ACCESS for ELLs 2.0 Online Accommodations

The following chart indicates the accommodations that are permitted for use with the online administration of the ACCESS for ELLs 2.0 assessment. Please use the following key to read this chart: L=Listening, R=Reading, S=Speaking, W=Writing.

Accommodation	L	R	S	W	Notes
Extended Time of a Test Domain Over Multiple Days	Yes	Yes	Yes	Yes	In rare cases, and only when absolutely necessary because of a disability, a student may extend the testing of a single domain session over multiple days. This accommodation may require the test to be unlocked for day two.  <b>In order to have this accommodation, <u>Scheduled Extended Time and Multiple Testing Sessions</u> must be documented in the student's IEP/504 Plan.</b>
Extended Speaking Test Response Time	N/A	N/A	Yes	N/A	This accommodation allows the student to have up to twice the recommended testing time to complete the <b>Speaking</b> test. This accommodation may be used to support students with cognitive, language processing, physical, or communication disabilities who need additional processing time for spoken language. This accommodation is meant to allow time for cognitive processing or motor planning for speaking. <b>For online testing, this accommodation <i>must</i> be preselected in WIDA AMS.</b>  <b>In order to have this accommodation, <u>Scheduled Extended Time</u> must be documented in the student's IEP/504 Plan.</b>
Extended Testing Time within the School Day	Yes	Yes	N/A	Yes	This accommodation allows the student to have extended time within the same school day. This accommodation may be used to support students with cognitive, language processing,

					<p>physical, or communication disabilities who need additional time to complete one or more test sections. If extended time is being administered in a group setting, it is recommended that students with fairly equivalent skills and abilities are assessed together to minimize disruption to the testing environment.</p> <p><b>In order to have this accommodation, <i>Scheduled Extended Time</i> must be documented in the student’s IEP/Section 504 Plan.</b></p>
Human Reader for Response Options	Yes	No	N/A	N/A	<p>This accommodation allows for oral reading of text based response options by an in-person human reader. Response options do not include item text or prompt text. Graphic-only response options are not read or described. This accommodation is only available for the <b>Listening</b> domain, and may be used for students who have a documented disability requiring support for reading, print, or focus/attention. The reader should read text exactly as it appears on screen, and the accommodation must be administered in a way that does not disturb or interfere with other test takers.</p> <p><b>In order to have this accommodation, <i>Test Administrator Reads Test Aloud (in English)</i> must be documented in the student’s IEP/504 Plan.</b></p>
Human Reader for Repeat of Response Options One Time	Yes	No	N/A	N/A	<p>This accommodation allows for oral repetition of text based response options (i.e., answer choices) by an in-person human reader, <u>one time</u>. Response options do not include item text or prompt text. Graphic-only response options are not read or described. This accommodation is only available for the <b>Listening</b> domain, and may be used to support students in demonstrating listening skills, rather than print decoding skills. The reader may repeat listening item response options (i.e., answer choices) only <u>one time</u>. This accommodation must be administered in a way that does not disturb or interfere with other test takers. If provided in a small group setting, response options are read and repeated to the entire group, not individual students.</p> <p><b>In order to have this accommodation, <i>Test Administrator Reads Test Aloud (in English)</i></b></p>

					<b>must be documented in the student's IEP/504 Plan.</b>
Interpreter Signs Test Directions in ASL	Yes	Yes	Yes	Yes	<p>Directions refer to administration logistics, test directions, and practice items provided before the first test item. This accommodation may be used to help students who use ASL become familiar with test logistics, test directions, and practice items. Translating test items into other languages does not provide a valid test of English language proficiency and would therefore invalidate the assessment results. Therefore, ASL signing or making use of other translations of ACCESS for ELLs 2.0 test items in any domain is not permitted. No part of the scorable test items may be signed to a student.</p> <p><b>In order to have this accommodation, <i>Interpreter/Transliterator Signs/Cues Test</i> must be documented in the student's IEP/504 Plan.</b></p>
Manual Control of Item Audio	Yes	No	Yes	Yes	<p>This accommodation allows the student to manually start the audio of a prerecorded human voice that is embedded in certain test item prompts. This accommodation may be used to support students with disabilities who need additional time for language processing or have attention/focus needs due to a documented disability. This accommodation allows the play button to be enabled and activated by the student one time. Once initiated, the audio cannot be paused or stopped. <b>This accommodation must be preselected in WIDA AMS.</b></p> <p><b>In order to have this accommodation, <i>Computer Reads Test Aloud</i> must be documented in the student's IEP/504 Plan.</b></p>
Repeat Item Audio	Yes	N/A	Yes	Yes	<p>This accommodation allows the student to select the repeat button to hear the prerecorded human voice that has been embedded in certain test item prompts again. This accommodation may be used to support students who need repetition based on language processing needs or attention/focus needs because of a documented disability. In the <b>Listening</b> domain, audio may be repeated only <u>one time</u>. <b>Speaking</b> and <b>Writing</b> domain audio (where available) may be repeated multiple times. <b>This accommodation must be preselected in WIDA AMS.</b></p>

					<b>In order to have this accommodation, <i>Test Administrator Reads Test Aloud (in English)</i> must be documented in the student’s IEP/504 Plan.</b>
Scribe	Yes	Yes	N/A	Yes	<p>The test administrator enters student responses as the student dictates them either verbally or using another reliable form of communication. This accommodation may be used for a student who has a physical disability that prevents independent computer input even with adaptive equipment, has a physical inability to hold a writing instrument, or has a disability that prevents him/her from expressing written language that routinely requires dictation for written compositions during classroom instruction. Responses must be scribed verbatim onscreen at the time of testing by the test administrator. A trained proctor must be present to verify the transcription. This accommodation must be administered in a one-on-one testing environment.</p> <p><b>In order to have this accommodation, <i>Dictation to Scribe</i> must be documented in the student’s IEP/504 Plan.</b></p>
Student Responds Using a Recording Device, Which Is Played Back and Transcribed by the Student	N/A	N/A	N/A	Yes	<p>This accommodation allows a student to use a recording device to respond, after which the student transcribes the response onto the test. This accommodation allows a student to separate the processes of responding to and writing the response. Responses must be transcribed by the student verbatim online. If transcription is not completed in the same testing session as the response recording, the student may not edit or rephrase responses. Student transcription must be closely monitored to ensure fidelity to the original answer. Any stored, secure test content (including student responses) on the recording device must be deleted after the transcription is completed. While awaiting transcription, the device must be stored in a secured, locked location. This accommodation must be administered in a one-on-one testing environment.</p> <p><b>In order to have this accommodation, <i>Student Reads Test Aloud to Self</i> must be documented in the student’s IEP/504 Plan.</b></p>
Word Processor or Similar Keyboarding Device to	Yes	Yes	N/A	Yes	<p>This accommodation allows a student to respond using a standalone (external) word processor or similar key-boarding device. This accommodation may be used by a student who</p>

Respond to Test Items					<p>is unable to keyboard responses directly on the online assessment. For the <b>Writing</b> test: spell check, grammar check, dictionary/thesaurus, and access to Internet must be turned off. Any stored, secure test content (including student responses) on the word processing device must be deleted after the transcription is completed. While awaiting transcription, the device must be stored in a secured, locked location.</p> <p><b>In order to have this accommodation, AT Devices must be documented in the student's IEP/504 Plan.</b></p>
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### ACCESS for ELLs 2.0 Paper-and-Pencil Accommodations

The following chart indicates the accommodations that are permitted for use with the paper-and-pencil administration of the ACCESS for ELLs 2.0 assessment. Please use the following key to read this chart: L=Listening, R=Reading, S=Speaking, W=Writing

Accommodation	L	R	S	W	Notes
Braille with Tactile Graphics (Braille Writer/Braille Note-Taker)	Yes	Yes	No	Yes	<p>Embossed tests and graphics provided in either contracted or uncontracted Braille for Tier B. Unified English Braille (UEB) is provided in grades 1–3. English Braille American Edition (EBAE) is provided in grades 4–12. The version of Braille must be specified when ordering the test. WIDA recommends that the results of the Braille assessment be used with caution since the student's proficiency in Braille may confound the assessment of English language proficiency. There may be instances on the Braille form when embossed graphics were determined to not provide an appropriate level of context, so picture descriptions are used. Picture descriptions must be provided in English <u>only</u>. The student may record his/her answers directly on the adapted format book, on blank Braille paper, or use a Braille note-taker. The transcription and verification process must occur under secure conditions in a group setting (i.e., three or more designated school personnel). All non-test form paper containing student answers must be securely shredded after transcription.</p> <p><b>In order to have this accommodation, Braille Edition must be document in the student's IEP/504 Plan.</b></p>
Extended Time of a Test Domain	Yes	Yes	Yes	Yes	<p>In rare cases, and only when absolutely necessary because of a disability, a student may extend the testing of a single domain session</p>

Over Multiple Days					<p>over multiple days. The booklet must be paper clipped to ensure the student does not return to previously answered items.</p> <p><b>In order to have this accommodation, <u>Scheduled Extended Time and Multiple Testing Sessions</u> must be documented in the student's IEP/504 Plan.</b></p>
Extended Speaking Test Response Time	N/A	Yes	N/A	N/A	<p>This accommodation allows the student to have up to twice the recommended testing time to complete the <b>Speaking</b> test. This accommodation may be used to support students with cognitive, language processing, physical, or communication disabilities who need additional processing time for spoken language. This accommodation is meant to allow time for cognitive processing or motor planning for speaking.</p> <p><b>In order to have this accommodation, <u>Scheduled Extended Time</u> must be documented in the student's IEP/504 Plan.</b></p>
Extended Testing Time within the School Day	Yes	Yes	N/A	Yes	<p>This accommodation allows the student to have extended time within the same school day. This accommodation may be used to support students with cognitive, language processing, physical, or communication disabilities who need additional time to complete one or more test sections. If extended time is being administered in a group setting, it is recommended that students with fairly equivalent skills and abilities be assessed together to minimize disruption to the testing environment.</p> <p><b>In order to have this accommodation, <u>Scheduled Extended Time</u> must be documented in the student's IEP/504 Plan.</b></p>
Human Reader for Items	Yes	No	Yes	Yes	<p>This accommodation allows the test items (e.g., prompts and response options) to be read aloud by an in-person human reader. This accommodation may be used for students who have a documented need for an in-person human reader (e.g., need for lip-reading support, support in focusing their attention, etc.). Dialogue in the <b>Listening</b> and <b>Speaking</b> recording scripts may require two trained test administrators to deliver this accommodation because it involves modeled dialogue between a sample student and a test administrator. For <b>Writing</b>, this accommodation is only applicable for students in Grades 4–12 who are taking either the Tier B or C forms. (For Grades 1–3 [all</p>

					<p>tiers] and for Grades 4–12 [Tier A only], the test prompts are read aloud as part of the test administration procedures).</p> <p><b>Note:</b> There is no script for the <b>Writing</b> test, so the test administrator should look over the student’s shoulder to read the text, including labels on the graphics.</p> <p><b>In order to have this accommodation, Test Administrator Reads Test Aloud (in English) must be documented in the student’s IEP/504 Plan.</b></p>
Human Reader for Response Options	Yes	No	N/A	N/A	<p>This accommodation allows for oral reading of text-based response options by an in-person human reader. Response options do not include item text or prompt text. Graphic-only response options are not read or described. This accommodation is only available for the <b>Listening</b> domain and may be used for students who have a documented disability requiring support for reading, print, or focus/attention. The reader should read text exactly as it appears in the booklet, and the accommodation must be administered in a way that does not disturb or interfere with other test takers.</p> <p><b>In order to have this accommodation, Test Administrator Reads Test Aloud (in English) must be documented in the student’s IEP/504 Plan.</b></p>
Human Reader for Repeat of Items	Yes	No	Yes	Yes	<p>For the <b>Listening</b> domain, text can only be repeated <u>one time</u>. For the <b>Speaking</b> and <b>Writing</b> domains, text may be repeated <u>multiple times</u>. Dialogue in the <b>Listening</b> and <b>Speaking</b> recording scripts may require two trained test administrators to deliver this accommodation because it involves modeled dialogue between a sample student and the test administrator. The recording script must be ordered from DRC. For <b>Writing</b>, this accommodation is only applicable for students in Grades 4–12 who are taking either Tier B or C forms. (For ACCESS for ELLs 2.0 Grades 1–3 [all tiers] and Grades 4–12 [Tier A], the test prompts are read aloud as part of the test administration procedures.)</p> <p><b>Note:</b> There is no script for the <b>Writing</b> test, so the test administrator should look over the student’s shoulder to read or repeat the text, including labels on the graphics.</p> <p><b>In order to have this accommodation, Test Administrator Reads Test Aloud (in English)</b></p>

					<b>must be documented in the student's IPE/504 Plan.</b>
Human Reader for Repeat of Response Options One Time	Yes	No	N/A	N/A	<p>This accommodation allows for oral repetition of text-based response options (i.e., answer choices) by an in-person human reader, <u>one time</u>. Response options do not include item text or prompt text. Graphic-only response options are not read or described. This accommodation is only available for the <b>Listening</b> domain, and may be used to support students in demonstrating listening skills, rather than print decoding skills. The reader may repeat <b>Listening</b> item-response options only one time. This accommodation must be administered in a way that does not disturb or interfere with other test takers. If provided in a small group setting, response options are read and repeated to the entire group, not individual students.</p> <p><b>In order to have this accommodation, <i>Test Administrator Reads Test Aloud (in English)</i> must be documented in the student's IEP/504 Plan.</b></p>
Interpreter Signs Test Directions in ASL	Yes	Yes	Yes	Yes	<p>Directions refer to administration logistics, test directions, and practice items provided before the first test item. This accommodation may be used to help students who use ASL become familiar with test logistics, test directions, and practice items. Translating test items into other languages does not provide a valid test of English language proficiency and would therefore invalidate the assessment results. Therefore, ASL signing or making use of other translations of ACCESS for ELLs 2.0 test items in any domain is not permitted. No part of the scorable test items may be signed to a student.</p> <p><b>In order to have this accommodation, <i>Interpreter/Transliterater Signs/Cues Test</i> must be documented in the student's IEP/504 Plan.</b></p>
Large Print	Yes	Yes	Yes	Yes	<p>The large print size for the ACCESS for ELLs 2.0 assessment is 18-point font. Student answers must be transcribed verbatim to a standard test book, under secure conditions in a group setting, and returned to DRC for scoring. Student work and/or answers that are not transcribed will not be scored.</p> <p><b>In order to have this accommodation, <i>Large Print Edition</i> must be documented in the student's IEP/504 Plan.</b></p>

Manual Control of Item Audio	Yes	No	Yes	N/A	<p>This accommodation allows the test administrator to ask the student if he/she is ready to listen, and then plays the audio of a prerecorded human voice that is delivered via CD for certain test item prompts. This accommodation may be used to support students with disabilities who need additional time for language processing or have attention/focus needs because of a documented disability. This accommodation must be administered in a way that does not disturb or interfere with other test takers. The test administrator will need to pause the audio files between items; thus the test administrator must be familiar with the device which will be used to play the audio files. Once initiated, the audio for that item cannot be paused or stopped.</p> <p><b>In order to have this accommodation, <i>Computer Reads Test Aloud</i> must be documented in the student’s IEP/504 Plan.</b></p>
Repeat Item Audio	Yes	No	Yes	N/A	<p>This accommodation allows the test administrator to ask the student if he/she is ready to listen, then replay the prerecorded human voice that is delivered via CD for certain test item prompts. This accommodation may be used to support students who need repetition based on language-processing needs or attention/focus needs because of a documented disability. For the first playing of the audio, the test administrator asks if the student is ready to listen and then plays the prerecorded audio files. At the end of the recording, the test administrator will pause the audio file. The test administrator will then ask, “Would you like to hear that again?” If the student indicates yes, the test administrator will then ask if the student is ready to listen. The item audio file should then be played a second time. The test administrator will need to pause and restart the audio file items; thus the test administrator must be familiar with the device that will be used to play the audio files.</p> <p><b>In order to have this accommodation, <i>Test Administrator Reads Test Aloud (in English)</i> must be documented in the student’s IEP/504 Plan.</b></p>
Scribe	Yes	Yes	N/A	Yes	<p>The test administrator types/marks/writes student responses as the student dictates responses either verbally or using another reliable form of communication. This</p>

					<p>accommodation may be used for a student who has a physical disability that prevents independent computer input even with adaptive equipment, has a physical inability to hold a writing instrument, or has a disability that prevents him/her from expressing written language and routinely requires dictation for written compositions during classroom instruction. Responses must be scribed verbatim at the time of testing by the test administrator. The student's responses must be transferred to the test book after the test session. Someone other than the original transcriber must check the transcription in order to ensure accuracy. This accommodation must be administered in a one-on-one testing environment.</p> <p><b>In order to have this accommodation, <i>Dictation to Scribe</i> must be documented in the IEP/504 Plan.</b></p>
<p>Student Responds Using a Recording Device, Which Is Played Back and Transcribed by the Student</p>	N/A	N/A	N/A	Yes	<p>This accommodation allows a student to use a recording device to respond, after which the student transcribes the response onto the test. This accommodation may be used to allow a student to separate the processes of responding and writing the response. Responses must be transcribed by the student verbatim in the test booklet. If transcription is not completed in the same testing session as the response recording, the student may not edit or rephrase responses. Student transcription must be closely monitored to ensure fidelity to the original answer. Any stored, secure test content (including student responses) on the recording device must be deleted after the transcription is completed. While awaiting transcription, the device must be stored in a secured, locked location. This accommodation must be administered in a one-on-one testing environment.</p> <p><b>In order to have this accommodation, <i>Student Reads Test Aloud to Self</i> must be documented in the student's IEP/504 Plan.</b></p>
<p>Word Processor or Similar Keyboarding Device to Respond to Test Items</p>	Yes	Yes	N/A	Yes	<p>This accommodation may be used by a student who is unable to use a pencil to respond on paper test. For the <b>Writing</b> test: spell check, grammar check, dictionary/thesaurus, and access to Internet must be turned off. Any stored secure test content (including student responses) on the word-processing device must be deleted after the transcription is completed.</p>

					<p>While awaiting transcription, the device must be stored in a secured, locked location.</p> <p><b>In order to have this accommodation, AT Devices must be documented in the student's IEP/504 Plan.</b></p>
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## Students with Transitory Impairments

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 disabilities 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. A transitory impairment does not constitute a disability for purposes of Section 504 *unless* its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time.

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

**Note: Students who do not have an IEP, Section 504 Plan, or transitory impairment documentation must not receive any accommodations on the ACCESS for ELLs 2.0.**

## Large Print and Braille Materials

Large print and Braille test materials arrive with the regular materials unless they are ordered as additional materials. These materials are packaged in a shrink-wrapped kit that includes one copy of the accommodated test materials (either a large print test booklet or a Braille test booklet) and a standard test booklet. Test administrators must ensure that student responses (multiple-choice and writing) have been transcribed to the standard test booklet and a student Pre-ID label has been applied. Student responses not transcribed into a standard booklet will not be scored.

## Orders for Special Print Versions

The superintendent or the superintendent's designee, usually the LEA test coordinator, is responsible for ensuring secure test materials are properly ordered. Orders for special print versions (i.e., Large Print, Braille) must be submitted to DRC **no later than March 3, 2017**.

## Accommodation Notification Requests

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

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

## Review of Accommodations Used During Testing Forms

For the ACCESS for ELLs 2.0, students' use of accommodations must be documented in their current IEPs, Section 504 Plans, or transitory impairment documentation. On days before test administrations, the *Review of Accommodations Used During Testing* form (Appendix B) 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 test per student. Completed forms should be kept in the students' IEP folders and/or Section 504/transitory impairment documentation so they are accessible for future reference.

## Scribed Responses

For students with documentation in their current IEP/Section 504 Plans who record their responses in a manner other than the computer or regular answer document (i.e., provision of accommodation(s) *Dictation to a Scribe, Large Print Edition, Braille Writer/Slate and Stylus*, or certain *Assistive Technology Devices*), the test administrator or principal's designee may be required to transcribe the students' responses onscreen or to the paper test book for scoring purposes. In these instances, responses must be scribed verbatim.

For ACCESS for ELLs 2.0 Online, responses must be scribed verbatim onscreen at the time of testing by the test administrator. A trained proctor must be present to verify the transcription.

For the ACCESS for ELLs 2.0 Paper, the students' responses must be transferred to the test book after the test session. Someone other than the original transcriber must check the transcription in order to ensure accuracy. The transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel). One individual is to transcribe the student responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process.

## Scores and Reports

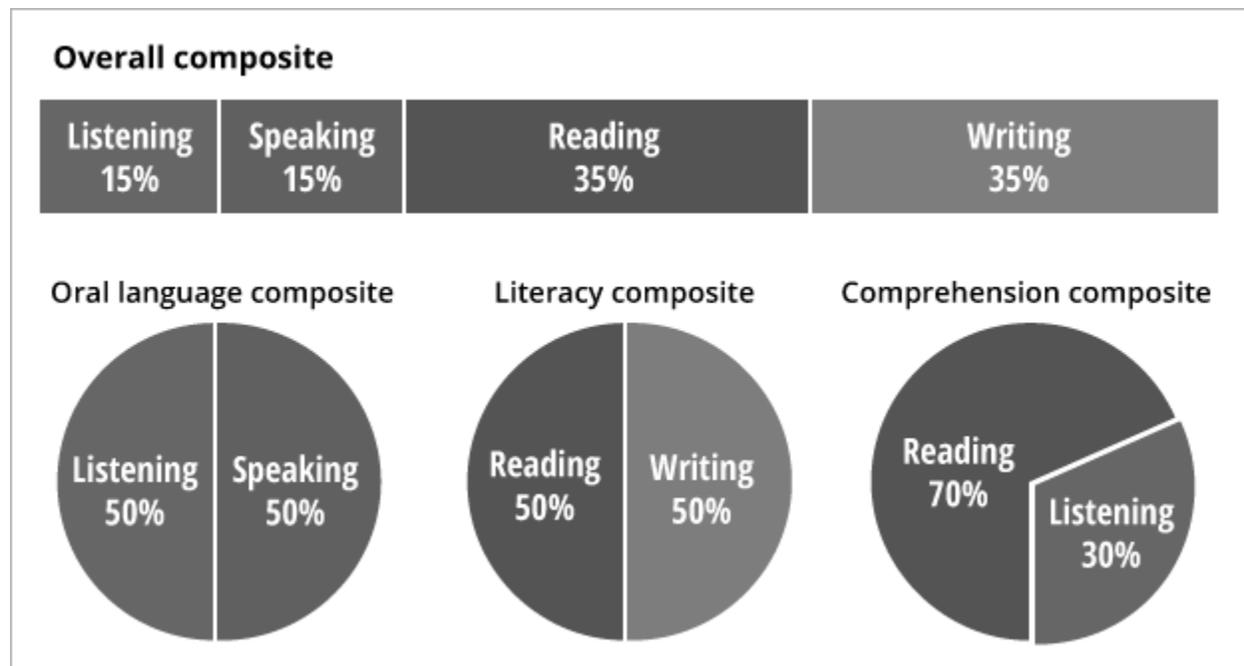
### Using Score Reports

ACCESS for ELLs 2.0 scores can be used to

- monitor student progress on an annual basis;
- establish when ELs have attained English language proficiency according to state criteria;
- inform classroom instruction and assessment; and
- aid in programmatic decision-making.

Student data from ACCESS for ELLs 2.0 will include the following subscores:

- Scale scores on a K–12 vertically aligned scale (for each of the four domains: Listening, Reading, Writing, and Speaking)
- Grade-level proficiencies in terms of the Proficiency Levels 1–5 in the WIDA English Language Development Standards
- Composite scores as shown in the diagram below



The *ACCESS for ELLs 2.0 Interpretive Guide for Score Reports* can be referenced for further information and assistance in understanding the scores reported for ACCESS for ELLs 2.0 test takers

In addition to the Individual Student Report, the following reports will be provided to districts:

- Student Roster Report
- School Frequency Report
- District Frequency Report

## Appendix A

### North Carolina Alternate ACCESS for ELLs

The Alternate ACCESS for ELLs is an assessment of English language proficiency for students in grades 1–12 who are classified as English learners (ELs) and have significant cognitive disabilities that prevent their meaningful participation in the general ACCESS for ELLs 2.0 assessment. The *Every Student Succeeds Act* (ESSA; 2015) requires that all students identified as ELs be assessed annually for English language proficiency, including students who receive special education services. The Individuals with Disabilities Education Act (IDEA; 2004) also mandates that students with disabilities participate in statewide and districtwide assessment programs, including alternate assessments with appropriate accommodations, when they are documented in their Individualized Education Programs (IEPs).

**Features:** 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). It also has unique features, which include the following:

- The Listening and Reading Sections consist of multiple-choice questions.
- The Writing and Speaking Sections prompt the students for a constructed response.
- Separate test forms are available for each grade-level cluster.
- All sections are adaptive, meaning that the 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 also included in the Writing Section to allow students to observe the test administrator perform the task before students attempt it.
- Other unique features of the test include simplified language, repetition of questions, increased graphic support, larger testing materials, and graphics.

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

- The student has a current IEP.

- The student is instructed using the North Carolina Extended Content Standards in 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 prior school year’s ACCESS for ELLs score yielded NA across any and/or all domains or yielded a composite score of less than 2.0. (If scores are 2.0 or above, the student does not qualify for the Alternate ACCESS for ELLs and must continue to take the regular ACCESS for ELLs.)
- If the student does not have ACCESS for ELLs testing for the prior year, the student’s WIDA ACCESS Placement test (W-APT) results must have a proficiency level of 1 in all **applicable domains**.

Additional information on the Alternate ACCESS for ELLs is found in Section 7 of the *WIDA ACCESS for ELLs 2016–2017 Test Administrator Manual*.

## Appendix B

### Review of Accommodations Used During Testing Form

#### Review of Accommodations Used During Testing

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

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

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

Regular Administration       Other Administration

School	
Grade	
Test Date	
Test Administrator	

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

Printed name of person completing this portion of the form:

Signature of person completing this portion of the form:

Printed name of person completing this portion of the form:

Signature of person completing this portion of the form:

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

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

## Appendix C

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

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

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Exceptional Children Teacher's Signature

Date

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Principal's Signature

Date

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LEA Test Coordinator's Signature

Date

## Appendix D

### Charter School ACCESS for ELLs 2.0 Test Ticket Destruction Verification Form

School Name: \_\_\_\_\_ School Number: \_\_\_\_\_

As stated in the North Carolina ACCESS for ELLs 2.0 Policy and Procedure Guidance for Annual Testing, student test tickets contain unique login credentials which a student must use to access the online assessment. These tickets are secure materials and must be treated as such. All online test tickets must be returned by the test administrator to the school test coordinator upon completion of each test administration. Test tickets are to be securely destroyed upon the completion of all test sessions.

The signatures below indicate that all student test tickets have been collected and securely destroyed using one of the following methods: shredding, secure recycling, observed landfill burial (i.e., by two or more designated school personnel), and/or incineration.

Name of Test Coordinator: \_\_\_\_\_

Signature of Test Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Name of School Director: \_\_\_\_\_

School Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Return this form to the Regional Accountability Coordinator no later than three school days following the completion of all test sessions.

## Appendix E

# Testing Code of Ethics

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### Introduction

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

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

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

#### *Security*

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

#### *Preparation*

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

#### *Administration*

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

#### *Scoring, Analysis and Reporting*

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

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

## Testing Code of Ethics

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

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

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

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