

*Guidelines for Testing Students  
Identified as Limited English Proficient*

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North Carolina Testing Program

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## **A. Introduction**

Students whose primary language is not English and who are of limited English proficiency represent a steadily increasing percentage of North Carolina’s school population and are enrolled at all grade levels in communities across the state.

Federal statutes require that school systems provide an equal educational opportunity for all students, including those identified as limited English proficient. Title III of federal *No Child Left Behind* policy holds state educational agencies, local educational agencies, and schools accountable for increases in English language proficiency and core academic content knowledge of limited English proficient students. Educators, therefore, must address the testing of limited English proficient students (LEP).

This publication contains policy guidelines and procedures for testing students who are identified as limited English proficient in the North Carolina Testing Program. This publication represents a revision of the September 2005 *Guidelines for Testing Students Identified as Limited English Proficient* publication. Limited English proficiency committee members, which may include students, parents, directors of instruction, teachers, LEA limited English proficient coordinators, LEA test coordinators, principals, and superintendents must review this publication prior to making decisions about students identified as limited English proficient who are participating in the North Carolina Testing Program at grades 3–12 with accommodations.

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This publication addresses testing students identified as LEP who are part of the regular education program. However, there are students who are identified as LEP who also have disabilities, and therefore have an Individualized Education Plan (IEP) or Section 504 Plan. These students are required to participate in the state testing program. The IEP must document the LEP student’s testing accommodations, and the student’s LEP documentation must include his or her LEP testing accommodations.

Additional information regarding the testing of LEP students with disabilities can be found in the North Carolina Testing Program *Testing Students with Disabilities* document found at the following address  
<http://www.ncpublicschools.org/docs/accountability/policyoperations/tswd/tswd.pdf>.

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## The North Carolina Testing Program

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### **School-Based Management and Accountability Program**

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

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

### **Federal Testing Requirement**

Title III of the federal Elementary and Secondary Education Act (No Child Left Behind 2001) requires states to implement yearly student academic assessments that include, at a minimum, academic assessments in mathematics and reading/language arts. All students, including those identified as LEP, must participate.

The law requires state education agencies to develop annual measurable achievement objectives (AMAOs) for LEP students served under this legislation. These goals relate to the development and attainment of English language proficiency while meeting challenging academic content and student academic achievement objectives. Additional information regarding the AMAOs can be found at <http://www.ncpublicschools.org/accountability/reporting/>.

Annual Yearly Progress (AYP) measures the yearly progress of different groups of students at the school, district, and state levels against yearly target goals in reading/language arts and mathematics. All public schools in North Carolina must measure and report Adequate Yearly Progress as outlined in federal legislation. AYP results for the LEP subgroup are also used for calculating the Annual Measurable Achievement Objectives (AMAOs).

Results from the following state tests are used to determine AYP in North Carolina.

- North Carolina End-of-Grade Test in reading comprehension: grades 3-8
- North Carolina End-of-Grade Test in mathematics: grades 3-8
- North Carolina End-of-Course Test: Algebra I.
- North Carolina End-of-Course Test: English I.
- North Carolina General Writing Assessment at Grade 10
- ***NCEXTEND 1*** reading comprehension: grades 3-8
- ***NCEXTEND 1*** mathematics: grades 3-8
- ***NCEXTEND 1*** (Grade 10) reading comprehension
- ***NCEXTEND 1*** (Grade 10) mathematics
- ***NCEXTEND 1*** (Grade 10) writing

- **NCEXTEND 2** reading comprehension: grades 3-8
- **NCEXTEND 2** mathematics: grades 3-8

In addition to federal testing requirements, state law requires a North Carolina Testing Program.

**Purposes of the North Carolina Testing Program**

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

1. “To assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society;
2. To provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and
3. To establish additional means for making the education system at the state, local, and school levels accountable to the public for results.”

**Components of the North Carolina Testing Program**

G.S. § 115C-174.11, Components of the Testing Program, states:

(c) Annual Testing Program

- (1) “The State Board of Education shall adopt a system of annual testing for grades three through twelve. These tests shall be designed to measure progress toward reading, communication skills, and mathematics for grades three through eight, and toward competencies designated by the State Board for grades nine through twelve.”
- (2) “If the State Board of Education finds that additional testing in grades three through twelve is desirable to allow comparisons with national indicators of student achievement, that testing shall be conducted with the smallest size sample of students necessary to assure valid comparisons with other states.”

The list of state-mandated tests is updated annually and is located on the web site for the North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services/North Carolina Testing Program at: <http://www.ncpublicschools.org/accountability>.

**Implementation of the North Carolina Testing Program**

The North Carolina State Board of Education (SBE) policy GCS-A-009 *Rules, Guidelines, and Procedures for the Implementation of the North Carolina Testing Program* states:

“The information contained within the North Carolina Testing Program policy documents such as the test administrator’s manual for each test, the North Carolina Proctor’s Guide, the Test Security: Protocol and

Procedures for School Personnel publication, the Guidelines for Testing Students Identified as Limited English Proficient publication, and the Testing Students with Disabilities publication, any subsequent updates, and periodic training provided to each LEA, shall apply to all public school personnel who are responsible for the implementation of the North Carolina Testing Program. The information shall set forth the rules and procedures required for a proper test administration and shall be provided to each LEA by the department [the NCDPI] through the LEA test coordinator.

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

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

State and federal laws require that all students participate in the statewide testing program. A local procedure must be established in the LEA to ensure that all students, including those identified as LEP who have the appropriate documentation, (1) participate in the standard administration of a North Carolina test; and (2) if eligible, receive appropriate accommodation(s) during the administration of a North Carolina test. All test administrators and proctors, including those who administer state tests with accommodations, must adhere to the *North Carolina Testing Code of Ethics*. To ensure that test results are valid, all school personnel must follow the appropriate procedures for the use of the accommodation for LEP students located in this publication and other designated state publications. If questions arise regarding procedures for determining or using appropriate accommodations, school staff must contact the school system test coordinator.

**Providing  
Information and  
Updates**

The LEA test coordinators are to train local staff on this document and provide any subsequent updates to this publication or any publication that will provide additional information to inform the decision-making for testing students identified as limited English proficient.

**Testing Code of  
Ethics**

The North Carolina *Testing Code of Ethics* addresses appropriate professional practices for central office and school administrators, test coordinators, teachers (test administrators), and proctors in the areas of securing tests, administering tests, scoring, reporting, and interpreting test results. Ethical practices for administering North Carolina tests include but are not limited to: (1) informing students about the tests and why the tests are important; (2) informing students and parents how the tests and test results will be used; (3) ensuring that all eligible students take the tests; (4) encouraging students to attempt to respond to all test items and do their very best; (5) preparing students to take the test; and (6) sharing the results of the test along with any available interpretation of the scores

with students and parents within the allotted timelines. In addition, the importance of maintaining test security at all times must be stressed. Ethical practices ensure the validity of test results.

Each North Carolina test administrator’s manual or guide contains a copy of the *Testing Code of Ethics* for review and must be discussed during the training session for the test administrator and proctor. The *Testing Code of Ethics* is part of Title 16 of the Administrative Code and must not be removed from the manuals, guides, or this publication. (A copy may be requested from the school system test coordinator for reference.) The sanctions for violations are included in the *Testing Code of Ethics* and are applicable to the administration of all secure state-mandated tests.

**Students Identified as Limited English Proficient (LEP)**

In accordance with North Carolina law SL2002-284 Section 7.15(b), the State Board of Education shall develop guidelines for identifying and providing services to students identified as limited English proficient for funding and accountability. The WIDA Placement Test (W-APT) is the assessment used in North Carolina for initial identification and placement of students identified as limited English proficient. Eligibility assessment on the W-APT is based on results of the Home Language Survey (HLS) process. The HLS process, identification, and subsequent placement of limited English proficient students in English as a Second Language (ESL) services are guided at the state level by the NCDPI Curriculum and Instruction Division. Additional information can be found at <http://esl.ncwiseowl.org/>.

Once identified as limited English language proficient based solely on the results of the W-APT the student is required by state and federal law to be annually assessed on the state-identified English language proficiency test. The test currently used by North Carolina for annual assessment is the Assessing Comprehension and Communication in English State-to-State for English Language Learners or the ACCESS for ELLs ®.

Results from these tests for English language proficiency help determine eligibility for state-approved testing accommodations for tests within the North Carolina testing program, such as the end-of-grade and end-of-course tests.

A student remains identified as limited English proficient until limited English proficient exit criteria are satisfied.

**First Year Exclusion Eligibility and Annual Yearly Progress (AYP)**

Per State Board of Education policy GCS-C-021 (16NCAC 6G.0312), all students identified as limited English proficient must be included in the statewide testing program as follows: standard test administration or standard test administration with accommodations. However, schools shall exempt students identified as limited English proficient who score below Level 4.0 Expanding on the state English language proficiency reading placement test in their first year in US schools from being assessed on the reading end-of-grade assessments or the NC writing assessment. Therefore, students who are in their

first year in U.S. schools and who have scored below Level 4.0 Expanding on the reading section of the state-identified English language proficiency placement test shall not be included in either growth, the performance composite, or AYP determinations for reading or mathematics. For purposes of determining participation, the state-identified English language proficiency reading test will be used as reading participation for the students identified in this section and participation in the state-identified English language proficiency writing test will be used as writing participation for students identified in this section.

**Transfer Students**

In the event that a student identified as limited English proficient transfers to another North Carolina school system, transfers out of North Carolina, or transfers within a school system, the student’s English language proficiency scores must be transferred with the student’s cumulative record to the new school. The school in which the student 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 scores on the state-identified English language proficiency test for testing decisions. If scores are sent, the receiving school must use those scores to determine the student’s limited English proficient status. If scores are not received, the receiving school must administer the state-identified English language proficiency test. The results from the most recent administration of the state-identified English language proficiency test will be used for all decisions related to the student’s LEP identification.

**LEP Student  
Eligibility for  
Testing  
Accommodations**

Per State Board of Education policy GCS-A-011, to be identified as limited English proficient, students must be assessed using the WIDA ACCESS Placement Test, also known as the W-APT at initial enrollment. Thereafter, all students identified as limited English proficient must be annually assessed using the ACCESS for ELLs, the state English language proficiency test, administered to satisfy NCLB Title III requirements during the state-designated testing window.

If a student identified as LEP scores below Level 5.0 Bridging on the reading subtests of the W-APT/ ACCESS for ELLs, the student is eligible to receive state-approved LEP testing accommodations on all state tests except the state writing assessment at grade 10.

If the LEP student scores Level 5.0 Bridging or above on the reading subtest of the W-APT/ACCESS for ELLs, or exits LEP identification, the student must participate in all state tests (other than the state writing assessment) without accommodations.

If a student identified as LEP scores below Level 5.0 Bridging on the writing subtest of the W-APT/ACCESS for ELLs, the student is eligible to receive state-approved LEP testing accommodations on the state writing assessment at grade 10.

If the LEP student scores Level 5.0 Bridging or above on the writing subtest of the W-APT/ACCESS for ELLs, or exits LEP identification, the student is no longer eligible to receive accommodations on state tests. Therefore, the student must participate in the state writing assessment at grade 10 without accommodations.

**Exiting LEP  
Identification  
and the  
Comprehensive  
Objective  
Composite (COC)**

Per State Board of Education policy GCS-A-012, to exit LEP status students must meet the Comprehensive Objective Composite (COC). Results from the ACCESS for ELLs, the annual test of English language proficiency, are used in determining whether a student has exited LEP identification. Effective with the 2008–09 school year and beyond, students must meet the COC as set by the state. The COC defines the attainment of English language proficiency by the student reaching an overall composite score of 4.8 or above, with at least a 4.0 on the reading subtest and at least a 4.0 on the writing subtest of the state’s annual English language proficiency test for kindergarten and tiers B and C in grades 1–12.

The establishment of the COC involved identifying the cut point at which English language proficiency no longer impacts reading and mathematics performance on the state end-of-grade and end-of-course tests. This method comprehensively takes into account the combination of two objective factors: the state end-of-grade and end-of-course reading and mathematics tests and the student’s English language proficiency. Therefore, the LEP exit criteria are called the Comprehensive Objective Composite (COC).

Students who exit LEP identification are no longer assessed on the English language proficiency test or eligible to receive accommodations on state tests.

**Monitored Former  
LEP Students  
(MFLEP)**

Students who have exited limited English proficient identification must be monitored for two years. During these two years, students are referred to as Monitored Former LEP students (MFLEP). Additional information regarding MFLEP students can be found at <http://esl.ncwiseowl.org/>.

Per State Board of Education policy GCS-C-021 (16NCAC 6G.0312), schools shall include students previously identified as LEP who have exited LEP identification during the last two years (known as Monitored Former LEP students [MFLEP]) in the calculations for determining the status of the LEP subgroup for AYP only if that subgroup already met the minimum number of 40 students required for a subgroup, and the subgroup did not meet AYP prior to the inclusion of the MFLEP students.

**AYP Inclusion for Exited LEP Students**

The following chart outlines AYP inclusion for students who have exited LEP status.

If a student meets the COC on the annual assessment, the student exits LEP identification effective the next accountability year. For example, if Mark meets the COC in spring 2011, Mark remains identified as LEP for the remainder of the 2010–11 school year. For the 2011–12 school year, Mark’s status would be “Exited LEP Identification, Year 1.” For the 2012–13 school year, Mark’s status would be “Exited LEP Identification, Year 2.”

**Mark’s Status from 2010–11 through 2013–14**

<b>Year</b>	<b>LEP Identification</b>	<b>ACCESS for ELLs Testing</b>	<b>AYP Inclusion</b>
2010–11	LEP	Tested on the ACCESS and met the COC	Included in the LEP subgroup
2011–12	<b>Exited, Year 1</b>	<b>Not tested on the ACCESS</b>	<b>Eligible to be included as MFLEP*</b>
2012–13	<b>Exited, Year 2</b>	<b>Not tested on the ACCESS</b>	<b>Eligible to be included as MFLEP*</b>
2013–14	Exited	Not tested on the ACCESS	Not included as MFLEP

**\*Note:** Eligible only if the LEP subgroup met the minimum number of 40 students, and the subgroup did not meet AYP prior to inclusion of the MFLEP students.

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## B. Responsibilities of the School System Test Coordinators and School System LEP Coordinators

There must be communication and collaboration between school system test coordinators and school system LEA LEP coordinators to ensure appropriate training and support are offered to all test administrators/assessors and related personnel involved in all tests that are part of the North Carolina Testing Program. The school system test coordinator and LEA LEP coordinator must work collaboratively to provide information to school-based staff regarding procedures for testing students identified as limited English proficient. These procedures shall include how to appropriately document student participation in the statewide testing program under the following conditions:

1. Testing under standard conditions (i.e., without accommodations); or
2. Testing with accommodations.

### Document Information

School system test coordinators and LEP coordinators are to review and distribute copies of this document, which contains State Board of Education policies for testing students identified as LEP, to appropriate school personnel so that these designated individuals can make informed decisions related to testing students identified as limited English proficient.

This publication addresses testing students identified as LEP. For students identified as LEP who have also have disabilities, refer to the *North Carolina Testing Program - Testing Students with Disabilities* document.

### Joint Responsibility

The NCDPI recommends school systems develop a local plan to designate responsibilities for the school system test coordinator and LEP coordinator to more clearly define roles in the assessment of students identified as limited English proficient. School system test coordinators and LEP coordinators share the responsibility of working collaboratively to ensure that the following occurs within a reasonable time frame.

1. School test coordinators, all school administrators, and all teachers, parent(s), guardian(s), and surrogate parent(s), must be informed about the:
  - a. State testing requirements at each grade level (including the state-identified English language proficiency test and NAEP);
  - b. Graduation requirements involving state tests;
  - c. Guidelines governing the use of testing accommodations.
2. A local monitoring system must be established to ensure only eligible students identified as limited English proficient with the appropriate documentation use testing accommodations during the administration of state tests and, in order to ensure valid test results, all state policies are followed.

3. Appropriate limited English proficiency documentation is on file in the event of state audits or monitoring that may be required as part of the North Carolina Testing Program or the federal Title III requirements.
4. Arrange any special scheduling or other provisions that may be required to accommodate testing students identified as limited English proficient.
5. Each school's implementation of state policies is monitored to ensure appropriate procedures are followed during the administration of state tests using accommodations. Appropriate accommodations must only be provided to eligible students identified as limited English proficient who meet the eligibility requirements and have a documented need. *If a student is tested and the school does not provide the approved accommodation, (a) a Report of Testing Irregularity is to be completed, (b) the superintendent/school system test coordinator declares a misadministration, and (c) the student is retested with another form of the test with the approved accommodation unless prior to receiving the scores the parent/guardian signs a statement specifying that the parent/guardian waives the right to have the student re-tested with the documented accommodation and the test results from the administration without the accommodation will be used for state and local accountability purposes and student performance/placement.*

Note: Under no circumstances shall the parent/guardian be provided the results of the test administration prior to waiving the right to have the student retested. Local personnel must ensure that any consequences resulting from the use of procedures that invalidate test results (e.g., use of a non-documented testing accommodation) are explained in totality to parents/legal guardians/surrogate parents, including students who are age 18 or older.

6. A local system for (a) notifying parents/guardians and students about the accommodations the student is to use during the actual test administration prior to the actual test administration date and (b) developing procedures to follow in the event that a student declines to use an approved accommodation during an actual test administration is devised collaboratively. This information must be documented in the school system and school testing plans.
7. Ensure that all appropriate staff received training on the state-identified language proficiency test.

## Joint Training of Local Staff

The school system will conduct training sessions on testing students identified as limited English proficient for test administrators, proctors, ESL teachers, and any other appropriate school personnel involved in administering the test and/or using accommodations during the administration of a state test (with the exception of limited English proficient testing accommodations on the state-identified English language proficiency test).

*In no case shall a test be administered by an individual who has not participated in training on administering state tests (including the state-identified English language proficiency test), or the appropriate use of accommodations.*

As part of the training, all school system personnel are to be made aware of the following when administering state tests with or without accommodations:

1. Trained proctors must be provided during administrations of all state-mandated tests regardless of the number of students tested, with the exception of certain state-identified English language proficiency test administrations. Refer to the state-identified English language proficiency test administrator's manual and related materials for specific details.
2. Every attempt should be made to relieve test anxiety.
3. The security of the test must be maintained at all times.

The training must also include:

1. Information located in the *Guidelines for Testing Students Identified as Limited English Proficient* document (this publication) and the *Testing Code of Ethics* (located in the Appendix). The *Testing Code of Ethics* includes information about maintaining test security and the sanctions for violations.
2. Only the superintendent or the superintendent's designee, usually the school system test coordinator, is permitted to order secure test materials. Modified test formats for students who are eligible for limited English proficient accommodations and students with disabilities (e.g., Braille, Large Print, and One Test Item Per Page editions, when available) must be ordered at least 30 working days prior to the actual test administration date to ensure adequate production, quality control, and delivery time.
3. *Accommodations*. Additional information regarding accommodations is located in Section D of this publication.

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

In some cases the accommodation may only apply to one test (for example, reading comprehension or mathematics) or one part of the test (for example, end-of-grade calculator active or end-of-grade calculator inactive). In addition, a student may have approval for more than one accommodation due to his or her individual needs.

If appropriate, a small group of students in the same grade at the same school using the same accommodation at one testing site (i.e., classroom) may use the same form of the test (e.g., students using the accommodation Test Administrator Reads Test Aloud or Interpreter/Transliterators Signs/Cues Test for a test that does not measure reading comprehension) if approved and documented for each student prior to the test administration.

Test administrators may require special assistance from proctors when administering tests requiring accommodations. However, proctors cannot indicate answers to students or help students. Some examples include but are not limited to:

- telling students to “look at that question again” or offering some similar statement
- making a facial expression, hand gesture, or utterance (e.g., coughing, clearing throat) as a student bubbles an answer to indicate your approval or disapproval at his or her response
- standing beside the desk, reading a question, looking at the student’s response, and then pointing to the correct answer or pointing to the question, as if to indicate “read that question again because you have bubbled the wrong answer”
- explaining the directions in your own words
- explaining the meaning of any word in the directions, test questions, or answer choices
- rephrasing test questions
- translating a word or phrase into another language
- providing synonyms for unknown words

For additional information refer to the *North Carolina Testing Program Proctor’s Guide* found at <http://www.ncpublicschools.org/accountability/policies/>.

Unless the use of the accommodation requires special handling, the test administrator must follow standard procedures for processing test materials. Procedures for the storage or return of test materials used with accommodations are located in each test administrator’s manual.

When information regarding the use of procedural accommodations is requested, the test administrator must code all applicable information on the student test document/answer sheet to identify the specific accommodation(s) used during the test administration. Coding must be accurate. This information

is used for state and federal reporting purposes and for making determinations about the validity of the scores.

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

- a. Identity of the test administrator and/or proctor. It is desirable that students know and have worked with the test administrator and/or proctor prior to the test administration;
- b. Test date, time the test administration is scheduled to begin, room location; and
- c. The testing accommodations to be provided and the appropriate way in which these accommodations will be provided.

### **C. Procedures for Determining a Standard Test Administration and Testing with Accommodations**

The following procedures are to be used when determining whether students identified as limited English proficient will (1) be administered state tests under standard conditions (without accommodations), (2) be administered state tests with accommodations, or (3) participate in a state-designated alternate assessment.

#### **Notification of Testing**

According to State Board of Education policy GCS-A-001 (APA 16 NCAC 6D .0302), school systems shall, at the beginning of the school year, provide information to students and parents or guardians advising them of the district-wide and state-mandated tests that students will be required to take during the school year, including the state-identified English language proficiency test, if applicable. In addition, school systems shall provide information to students and parents or guardians to advise them of the dates the tests will be administered and how the results of the tests will be used. Also, information provided to parents or guardians about the tests shall include whether the State Board of Education or local board of education requires the test. School systems shall report scores resulting from the administration of district-wide and state-mandated tests to students and parents or guardians along with available score interpretation information within thirty (30) calendar days from the generation of the score at the school system level or receipt of the score and interpretive documentation from the NCDPI.

#### **Accommodations Decision Making Team/Committee for Students Identified as LEP**

A team/committee of individuals may consist of the school principal, ESL teacher, regular education teacher, counselor, and the parent/guardian. The team/committee should meet annually to ensure that appropriate testing decisions are made for the student. The parent or teacher may request a meeting of the team/committee if changes need to be made to the student's accommodations. Decisions should be made by the team/committee and not the individual ESL teacher.

*Testing decisions for the use of accommodations must be made on a case-by-case basis for the individual student.* Addressing one state test at a time allows the team/committee to focus on deciding which accommodations are best in meeting the student's needs for each assessment. Parents who cannot attend this meeting must be notified of the testing accommodations.

**All valid test scores will remain in the student’s permanent record and will be used for student placement decisions into language instruction programs designed for LEP students and school accountability. Non-valid test scores are not to be included in the student’s permanent record, student information management system (NCWISE), or data files generated for the purpose of school accountability.**

In the event that the team/committee of school-based individuals responsible for making decisions about assessment accommodations addresses procedures not specified in this document, the team/committee is to contact the LEA test coordinator and the LEA LEP coordinator for clarity prior to documenting a final decision. The LEA test coordinator can provide the team/committee with information regarding the potential impact of the decision in regard to test validity and test security (e.g., test scheduling) in addition to mandates such as the federal *No Child Left Behind* legislation, the North Carolina Administrative Procedures Act, State Board of Education policies, and the *Testing Code of Ethics*.

**NOTE:** The State Board of Education determines standards for all North Carolina tests. Individuals responsible for making decisions about assessment accommodations for students identified as limited English proficient are not permitted to revise the standards established by the State Board of Education in order to meet the unique needs of a student.

**Student  
Participation in  
the North Carolina  
Testing Program**

Results from the state-identified language proficiency test will determine the student’s eligibility for testing under one of the following conditions:

- Testing under standard conditions (without accommodations); or
- Testing with the use of accommodations.

**Information/procedures for each of the above options are described throughout the remainder of this document.**

**The NCDPI Division of Accountability Services/North Carolina Testing Program provides interpretive information regarding student performance only for valid North Carolina test results.**

**NOTE:** State Board of Education policy GCS-C-021 (16 NCAC 6G .0312) mandates that all language-minority students be assessed using the state-identified language proficiency test. All students identified as LEP (based solely on the state-identified English language proficiency test) must be assessed at initial enrollment and annually during the state-determined testing window.

**Although the state-identified English language proficiency test is part of the North Carolina Testing Program, accommodations for limited English proficient students are not permissible on this test. The state-identified English language proficiency test assesses the student’s ability to understand and use spoken and written English language and assists in determining which accommodations are appropriate for other state tests.**

The following is a list of the state-mandated tests in the North Carolina Testing Program by grade in which state-designated accommodations can be accessed for students identified as limited English proficient.

Grade 3

1. North Carolina End-of-Grade Test in reading comprehension
2. North Carolina End-of-Grade Test in mathematics

Grade 4

1. North Carolina End-of-Grade Test in reading comprehension
2. North Carolina End-of-Grade Test in mathematics
3. NAEP

Grade 5

1. North Carolina End-of-Grade Test in reading comprehension
2. North Carolina End-of-Grade Test in mathematics
3. North Carolina End-of-Grade Test in science

Grade 6

1. North Carolina End-of-Grade Test in reading comprehension
2. North Carolina End-of-Grade Test in mathematics

Grade 7

1. North Carolina End-of-Grade Test in reading comprehension
2. North Carolina End-of-Grade Test in mathematics

Grade 8

1. North Carolina End-of-Grade Test in reading comprehension (first opportunity to meet competency graduation standard for reading)
2. North Carolina End-of-Grade Test in mathematics (first opportunity to meet competency graduation standard for mathematics)
3. North Carolina End-of-Grade Test in science
4. NAEP

NOTE for Students at Grades 9-12: North Carolina State Board of Education policy mandates that all students who are language-minority students be assessed using the state-identified language proficiency test upon initial enrollment, which could occur at any grade.

Grade 9

North Carolina End-of-Course Tests

Grade 10

1. North Carolina Writing Assessment
2. North Carolina End-of-Course Tests<sup>1</sup>

Grade 11

North Carolina End-of-Course Tests<sup>1</sup>

Grade 12

1. North Carolina End-of-Course Tests<sup>1</sup>
2. NAEP

<sup>1</sup>North Carolina End-of-Course Tests are administered in various high school courses. Refer to the state Testing Calendar for specific courses. State Board of Education policy GCS-C-003 specifies that students who are enrolled for credit in courses in which end-of-course tests are required shall take the appropriate end-of-course test.

**State Graduation Requirements as Related to the North Carolina Testing Program**

For each test, current information regarding state and local graduation requirements must be discussed before final decisions are made regarding student participation in the North Carolina Testing Program. Information about the current state exit standards for graduation can be found at <http://www.ncpublicschools.org/accountability/policies/highschoolexit>.

**State or Local Promotion Requirements**

Information regarding state or local promotion requirements must be discussed before final decisions are made regarding student participation in the North Carolina Testing Program. **Those responsible for making decisions about assessment accommodations for students identified as LEP must also be fully informed at the meeting about state and local promotion requirements.**

Additional information about state promotion requirements is located at <http://www.ncpublicschools.org/promotionstandards/>.

**Testing Under Standard Conditions**

To the extent possible and when appropriate, students identified as LEP should be administered state tests under standard conditions.

**Procedures for the Discussion of Testing Accommodations**

Testing accommodations are child-specific. The team/committee of school-based individuals that makes decisions regarding assessment accommodations determine which accommodations are appropriate for each assessment based on the individual student. Accommodations used during regular classroom instruction and assessments are to be discussed, finalized, and documented in the current LEP plan/documentation prior to the discussion and documentation of accommodations that are to be used during a state-mandated test administration.

**Accommodations for North Carolina-Developed Tests**

In order to discuss accommodations for North Carolina-developed tests in the North Carolina Testing Program, each member of the team/committee of school-based individuals responsible for making assessment accommodation decisions is to have access to the accommodation information located in *Section D: Testing Accommodations—Descriptions and Procedures* of this document so that specific procedures for a test administration can be discussed, determined, and documented. The team/committee is to discuss specific procedures located in Section D prior to the final decision to avoid any anomalies and misadministrations. The team/committee has the responsibility of specifying information to the greatest extent possible. For example, the team/committee is to address (a) the number of sessions when using the Multiple Testing Sessions accommodation, (b) the approximate amount of extra time to be given when using the Scheduled Extended Time accommodation, and (c) whether the test administrator reads aloud all words or only words requested by the student when using the Test Administrator Reads Test Aloud accommodation for tests that do not measure reading comprehension. This information guides the LEA test coordinator and the test administrator when providing accommodations to students during the actual test administration.

The following accommodations approved for use by the NCDPI Division of Accountability Services/North Carolina Testing Program will result in valid test scores (procedures specified in this publication) for North Carolina-developed tests:

- English/Native Language Word-to-Word Bilingual Dictionary /Electronic Translator
- Multiple Testing Sessions
- Scheduled Extended Time
- Student Reads Test Aloud to Self
- Test Administrator Reads Test Aloud in English (not for Reading Comprehension - The use of this accommodation during a state test that measures reading comprehension invalidates the results of the test.)
- Testing in a Separate Room (includes individual or small group administration, study carrel, etc.)

**Multiple Testing Accommodations** A student may have approval for more than one accommodation due to his or her individual needs.

**Notifying Students about Testing Accommodations** Notifying students prior to the actual test administration date about the accommodations he or she will use allows the student to know what to expect in advance of testing. For example, if the student is to use the accommodation Test Administrator Reads Test Aloud during the administration of a mathematics test, the individuals who make decisions regarding assessment accommodations may have agreed and documented that the test administrator is only to read aloud words requested by the student. On the other hand, it may have been specified that the test administrator is to read all words aloud to the student. Knowing such details beforehand assists the student in preparing for the test administration.

Notifying the student ahead of time gives school personnel the opportunity to address any student concerns prior to the actual test administration date. For example, when the student is notified about the accommodation before the test date, the student may state that he or she will not use the accommodation that is documented for him or her. This prior knowledge allows the school time to work with the student to resolve the issue beforehand.

**Documentation of Testing Accommodations** A team/committee of school-based individuals determines if testing with accommodations is appropriate, and current documentation must exist in order to substantiate the use of accommodations. The documented accommodations must be used routinely during (a) classroom instruction and (b) similar classroom assessments that measure the same construct.

**Monitoring Testing Accommodations** The NCDPI has implemented a structured process of monitoring accommodations. This includes school and school systems continuing to document classroom accommodations and testing accommodations with the state conducting desk and on-site monitoring of accommodations. Additional information regarding the state monitoring accommodations plan is found on the NCDPI Accountability web site at <http://www.ncpublicschools.org/accountability/policies/accom>.

**Accommodations for the National Assessment of Educational Progress (NAEP) at Grades 4, 8, and 12** *Background Information about NAEP.* The National Assessment of Educational Progress, also known as “the Nation’s Report Card,” is authorized by Congress and administered by the National Center for Education Statistics (NCES) of the U.S. Department of Education. NAEP is the only nationally representative and continuing assessment of what America’s students know and can do in various subject areas. The National Assessment Governing Board (NAGB) sets policy for NAEP and is responsible for developing the frameworks and test specifications that serve as the blueprint for the assessments.

In accordance with the *No Child Left Behind* legislation, NAEP administrations in reading and mathematics (beginning in 2003) are required at grades 4 and 8 every other year in all states. In North Carolina, State Board of Education policy HSP-A-001 (16 NCAC 6D.0302) requires that all selected schools participate in NAEP; however, at the student level, participation in the NAEP is voluntary. *No Child Left Behind* allows students or parents to refuse to participate.

For each NAEP administration, a sample of students is drawn from both public and non-public schools at grades 4, 8, and 12 for participation. *No Child Left Behind* requires reading and mathematics assessments at grade 12 on a nationally representative basis scheduled by the NAGB. In May, NCES notifies the NCDPI which schools have been selected for participation. The NCDPI notifies the districts; student selection from the participating schools is completed by November.

The results for NAEP are reported in the aggregate for large groups; no student or school-level data are reported. Included in the reports are statistical information about student performance and factors related to educational performance for the nation and specific subgroups of the population. To ensure the data have integrity and are complete, every effort must be made to include each selected student in the NAEP assessment. The NCDPI requires that a student's LEP plan/documentation include accommodations to be used during the administration of NAEP in the event that the student's school is randomly selected to participate in the NAEP tests. This allows students identified as limited English proficient to use accommodations approved by NCES, during the administration of a NAEP test. Accommodations for students identified as limited English proficient are determined on a case-by-case basis.

*Procedure for determining if accommodations are needed on NAEP:*

Step 1. The LEP team/committee determines if the student may be administered a NAEP test at the assigned grade by viewing the Schedule for the State and National Assessment of Educational Progress located on the following page. If a NAEP test is not scheduled to be administered at the student's assigned grade, the LEP team/committee is not to address NAEP in the LEP plan/documentation. If a NAEP test is scheduled to be administered at the student's assigned grade level, the LEP Team/committee continues with Step 2 below.

Step 2. The LEP team/committee reviews the section above titled *Background Information about NAEP*

Step 3. The LEP team/committee first determines if the student should be administered the NAEP test under standard conditions (i.e., without accommodations). If the team/committee determines that the student should use accommodations during the administration of the NAEP test, the LEP

team/committee is to review the NAEP accommodation information that begins on the following page. General information about accommodations can be found in *Section D: Testing Accommodations–Descriptions and Procedures*. The team/committee is to contact the LEA test coordinator if additional information is needed.

For additional information regarding NAEP testing refer to the testing calendar on the NCDPI Accountability Services web site at <http://www.ncpublicschools.org/accountability/policies/>.

## **D. Testing Accommodations for Limited English Proficient Students: Descriptions and Procedures**

Standardized test procedures for students identified as limited English proficient require that test accommodations and administrative procedures be developed and implemented to assure that individual student needs are met and, at the same time, maintain sufficient uniformity of the test administration to maintain test validity, and to fulfill the requirements of testing for accountability. A student may require the use of more than one of these accommodations in order to obtain access to a given test. Accommodations designated for the tests should be consistent with the accommodations used routinely during classroom instruction and similar classroom assessments that measure the same construct.

Accommodations allow eligible students to demonstrate their true abilities; however, students must not receive unnecessary or inappropriate accommodations. Accommodations must be assigned selectively and thoughtfully, according to individual student needs and LEP team/committee input. For example, it is NOT appropriate to assign all available accommodations for all LEP students. Each student's individual needs must be considered when making accommodations decisions. When accommodations are provided in accordance with proper procedures as outlined by the state, results from these tests are deemed valid and fulfill the requirements for accountability.

**Recommendations for the use of accommodations during test administrations based solely on the potential to enhance student performance beyond providing equal access and opportunity to perform are not appropriate and invalidate the results of the test.**

For any state-mandated test, the accommodation must (1) be documented in the student's appropriate limited English proficiency documentation and (2) the documentation must reflect routine use during instruction and similar classroom assessments that measure the same construct.

Accommodations decision making teams/committees for individual students at the school level are to select, for each assessment, only those accommodations that do not invalidate the test score. Among the accommodations that invalidate the results for a test include the following.

1. Test administrator reads aloud in English a reading test designed to measure reading comprehension;
2. A calculator is used on a calculator inactive portion of a mathematics test;
3. Dictation to a scribe on the state grade 10 writing assessment, which invalidates the conventions score of the writing assessment;
4. Use of an English/native language dictionary that contains definitions, diagrams, written notes, formulas, or does not meet the approved specifications of the designated school official;
5. Testing prior to the school's scheduled testing date; and
6. Translation of directions into the student's native language.

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

Beginning with the 2010–11 school year the NCDPI will collect accommodation information for students identified LEP, students with disabilities, students under a Section 504 Plan, and students with a transitory impairment. This collection is required by each school and school system. Information regarding the collection of accommodation information is found on the NCDPI Accountability web site at <http://www.ncpublicschools.org/accountability/policies/accom>.

The information contained below includes a list of state-approved testing accommodations and appropriate administrative procedures for typical accommodations accessed by LEP students. These accommodations may be utilized during the administration of state-mandated tests in the North Carolina Testing Program at grades 3–12.

The team/committee of school-based individuals who make testing accommodations decisions for students identified as LEP should take the following specific student background characteristics into consideration when determining accommodations:

- The student’s current level of English proficiency;
- The level of previous schooling in the student’s home language; and
- The amount of schooling and instruction the student has received in U.S. schools.

### **Guiding Principles for Assigning Testing Accommodations**

The following are “Guiding Principles” for accommodations used during state-mandated administrations located in a document published by the Council of Exceptional Children.<sup>1</sup> LEP teams/committees may want to consider these guidelines in making decisions for testing accommodations for LEP students.

- a) **Do not make the assumption that all students who are not native English speakers need testing accommodations.** Accommodations used in assessments should parallel accommodations used in instruction.
- b) **Base accommodations on student need.** Accommodations should respond to the needs of the individual student. Do not base decisions about whether to provide accommodations and what the accommodations should be on educational program placement. While students with the same abilities may tend to need the same or similar kinds of accommodations, this is not a sound basis for making decisions.
- c) **Be respectful of the student’s cultural and ethnic background.** When suggesting an accommodation, make sure the student and the family are comfortable with it. When working with a student who has limited English proficiency, consideration needs to be given to whether the assessment should be explained to the student in his or her native language or other mode of communication unless it is clearly not feasible to do so.
- d) **Integrate assessment accommodations into classroom instruction.** Never introduce an unfamiliar accommodation to a student during an assessment. Preferably, the student should use the accommodation as part of regular instruction. At the very least, the student should have ample time to learn and practice using the accommodation prior to the assessment.
- e) **Know whether your state and/or district has an approved list of accommodations.** Although the ultimate authority for making decisions about what accommodations are appropriate rests with a team of school-based individuals, many states and districts have prepared a list of officially-approved accommodations. These lists vary widely from district to district or state to state. Generally, there are different documentation procedures depending on whether the accommodation is or is not found on the state-approved/district-approved list. Practitioners and families should consider the state laws and district policies.
- f) **Plan early for accommodations.** Begin consideration of assessment accommodations long before the student will use them, so that he or she has sufficient opportunity to learn and feel comfortable.
- g) **Include students in decision making.** Whenever possible, include the student in determining an appropriate accommodation. Find out whether the student perceives a

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<sup>1</sup> Council for Exceptional Children. (2000). *Making assessment accommodations: A toolkit for educators*. Reston, VA: Council for Exceptional Children, 17-19.

need for the accommodation and whether he or she is willing to use it. If a student does not want to use an accommodation (e.g., it is embarrassing or it is too cumbersome to use), the student probably will not use it.

- h) **Understand the purpose of the assessment.** Select only those accommodations that do not interfere with the intent of the test. For example, if the test measures calculations, a calculator would provide the student with an unfair advantage. However, if the math test measures problem-solving ability, a calculator may be appropriate. Similarly, reading a test to a student would not present an unfair advantage unless the test measures reading ability.
- i) **Request only those accommodations that are truly needed.** Too many accommodations may overload the student and prove detrimental. When suggesting more than one accommodation, make sure the accommodations are compatible (e.g., do not interfere with each other or cause an undue burden on the student).
- j) **Determine if the selected accommodation requires another accommodation.** Some accommodations—such as having a test read aloud—may prove distracting for other students, and therefore also may require a setting accommodation.
- k) **Provide practice opportunities for the student.** Many standardized test formats are very different from teacher-made tests. This may pose problems for students. Most tests have sample tests or practice versions. While it is inappropriate to review the actual test with the student, practice tests are designed for this purpose. Teach students test-taking tips, such as knowing how much time is allotted and pacing oneself so as not to spend too much time on one item. Orient students to the test format or types of questions. For example, on multiple-choice tests, encourage students to read each choice carefully, eliminate the wrong choices, and then select their answer.
- l) **Remember that accommodations in test taking won't necessarily eliminate frustration for the student.** Accommodations allow a student to demonstrate what he or she knows and can do. They are provided to meet a student's needs, not to give anyone an unfair advantage. Thus, accommodations will not in themselves guarantee a good score for a student or reduce test anxiety or other emotional reactions to the testing situation. Accommodations are intended to "level the playing field."

When a LEP student exits LEP identification, the student is no longer eligible to receive testing accommodations on state-mandated tests. To aid in this process, the team/committee that makes decisions for the student identified as LEP must use its best professional judgment in preparing the student for the next scheduled state-mandated test administration without accommodations.

**Eligibility for LEP Testing Accommodations on the General Assessment**

To be identified as limited English proficient, students must be assessed using the state English language proficiency identification test at initial enrollment. Thereafter, all students identified as limited English proficient must be annually assessed using the state English language proficiency test administered to satisfy NCLB Title III requirements during the state-designated testing window.

Effective with the 2008–09 school year, the WIDA ACCESS Placement Test, also known as the W-APT, is the state-designated English language proficiency identification test. The ACCESS for ELLs is the annually administered state-designated English language proficiency test.

If a student scores below Level 5.0 Bridging on the reading subtests of the W-APT/ACCESS for ELLs, the student is eligible to receive state-approved LEP testing accommodations on all state tests other than the state writing assessment at grade 10.

If the student scores Level 5.0 Bridging or above on the reading subtest of the W-APT/ACCESS for ELLs, or exits LEP identification, the student must participate in all state tests (other than the state writing assessment) without accommodations.

Subtest	1 Entering	2 Beginning	3 Developing	4 Expanding	5 Bridging	6 Reaching
Reading	Eligible to receive state-approved LEP testing accommodations for all state tests (other than the state Grade 10 Writing Assessment)*				Must participate in the general state test administration without LEP testing accommodations	

**\*Note:** Accommodations must be assigned selectively and thoughtfully, according to individual student needs and LEP team/committee input. For example, it is NOT appropriate to assign all available accommodations for all LEP students.

If a student scores below Level 5.0 Bridging on the writing subtest of the W-APT/ACCESS for ELLs, the student is eligible to receive state-approved LEP testing accommodations on the state writing assessment at grade 10.

If the student scores Level 5.0 Bridging or above on the writing subtest of the W-APT/ACCESS for ELLs, or exits LEP identification, the student must participate in the state writing assessment at grade 10 without accommodations.

Subtest	1 Entering	2 Beginning	3 Developing	4 Expanding	5 Bridging	6 Reaching
Writing	Eligible to receive state-approved LEP testing accommodations for the state Grade 10 Writing Assessment*				Must participate in the Grade 10 Writing Assessment without LEP testing accommodations	

**\*Note:** Accommodations must be assigned selectively and thoughtfully, according to individual student needs and LEP team/committee input. For example, it is NOT appropriate to assign all available accommodations for all LEP students

### **General Information about Testing Accommodations**

All school system personnel should be aware of the following:

1. All testing accommodations for LEP students must be supported with written documentation that is provided by the LEP team/committee which explains and justifies the need for the LEP testing accommodation(s) for the student;
2. All test administrators who provide accommodations must be trained prior to the test date in the (a) appropriate use of accommodations, (b) appropriate administrative procedures for accommodations, and (c) the *Testing Code of Ethics* including test security and sanctions
3. Test administrators may require special assistance from proctors when providing testing accommodations. Proctors are required during the administration of all state tests regardless of the number of students tested, except as directed in writing by the North Carolina Testing Program;
4. A student may have approval for the use of more than one testing accommodation in their LEP plan/documentation. Moreover, the accommodation may only apply to one part of the test (e.g., reading comprehension or mathematics);
5. Every attempt should be made to relieve test anxiety. Students should be provided with the following information before the test date: (1) room location, (2) identity of the test administrator/proctor (if known), and (3) the testing accommodation(s) and appropriate procedures

6. If appropriate, a small group of students in the same grade or course at a school using the same accommodation in one testing site may use the same form of the test (e.g., students using the *Test Administrator Reads Test Aloud in English* accommodation in one testing site may use the same form of the test);
7. The test administrator must follow the regular procedures for processing the test materials unless the testing accommodation is used in conjunction with another accommodation that requires special storage and processing; and
8. Test security must be maintained at all times.

### **State-Approved LEP Testing Accommodations**

The North Carolina Testing Program allows the following testing accommodations for eligible limited English proficient students. These accommodations are approved for use on certain tests.

- English/Native Language Word-to-Word Bilingual Dictionary/Electronic Translator
- Multiple Testing Sessions
- Scheduled Extended Time
- Student Reads Test Aloud to Self
- Test Administrator Reads Test Aloud in English
- Testing in a Separate Room

School system testing personnel must follow and implement any changes or updates to North Carolina State Board of Education policy, legislation, or General Statutes.

### **English/Native Language Word-to-Word Bilingual Dictionary/Electronic Translator**

Due to their level of language proficiency, some limited English proficient students use an English/native language dictionary or an English/native language electronic translator during classroom instruction and tests. This accommodation is allowed for all state-mandated tests with the exception of the state-mandated English language proficiency tests. The use of testing accommodations should be consistent with those accommodations used **on a regular basis** during instruction and classroom tests. An English/native language dictionary or an English/native language electronic translator may be used during state-mandated testing, provided the following requirements have been met:

1. The dictionary or translator is a **word-to-word** or **word-to-phrase** English/native language dictionary or electronic translator that **does not** contain definitions. Word-to-phrase means that the English word may translate into a group of words in the student's native language.
2. The dictionary may not contain diagrams, written notes, formulas, etc.
3. The dictionary must be a published document, not a teacher-made or student-made dictionary.
4. The dictionary or electronic translator has been approved by designated personnel in the school system. This approval means that the dictionary or electronic translator meets all required specifications for use.

5. The dictionary or electronic translator must be provided to students during the time of state testing. **Designated personnel in the school system must check the dictionary or electronic translator prior to testing** to make sure that 1) the dictionary is a published document and does not contain student or teacher writing or pictures, 2) the electronic translator contains only word-to-word translations or word-to-word phrases and does not contain definitions in English or the student’s native language.

<b>Description, Considerations, and Instructions</b>	<p>English/native language dictionaries or English/native language electronic translators may be used to assist the limited English proficient student to translate an unknown word. The NCDPI does not compile a recommended list of dictionaries/electronic translators to be used for this testing accommodation.</p> <p>It is recommended that students be able to read and write in their native language in order to have access to this accommodation.</p> <p>This accommodation may be appropriate for students at any level of English reading proficiency, depending upon the student’s preparation for using the accommodation on a regular basis. That is, students must be taught how to use the dictionary to clarify the meaning of key words. This requires practice and teacher support.</p> <p>This accommodation is typically appropriate for students who score at the following proficiency levels:</p> <ul style="list-style-type: none"><li>• 3.0 Developing</li><li>• 4.0 Expanding</li></ul> <p>This accommodation may be appropriate for some students with strong first language literacy skills who score at the following proficiency levels:</p> <ul style="list-style-type: none"><li>• 1.0 Entering</li><li>• 2.0 Beginning</li></ul> <p><u>Caution:</u> Due to the limited database, the electronic translator may give inappropriate language-to-language translations. Use of a dictionary or electronic translator that is not approved must be submitted as a testing irregularity and may result in a misadministration.</p> <p>Because the purpose of providing an English/native language dictionary is to decrease the language barrier, it is inappropriate to provide a regular English dictionary because it includes definitions and may provide students with an advantage. In addition it does not provide translations. Use of an English dictionary during state-mandated testing results in a misadministration.</p>
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## Multiple Testing Sessions

All North Carolina tests are aligned with the *Standard Course of Study* and are designed so that most students will have enough time to finish the tests. Due to their level of language proficiency, some limited English proficient students need to use much greater concentration for longer periods of time during testing. This accommodation is allowed for all state-mandated tests with the exception of the state-mandated English language proficiency tests, unless noted on a student with disabilities IEP documentation. The use of testing accommodations should be consistent with those accommodations used during instruction and classroom tests.

<b>Description, Considerations, and Instructions</b>	<p>A Multiple Testing Session accommodation provides the student with the opportunity to take a state-mandated test over several sessions. The sessions may be extended over several days but the maximum time limits apply unless the student also has the Scheduled Extended Time accommodation. In order to maintain test security, every effort should be made to complete the test administration as close as possible to the school’s test schedule. Scheduling multiple test sessions should take the test schedule into consideration to ensure reasonable time for processing, shipping, and scoring.</p> <p>When reading the instructions from the regular test administration manual, the test administrator should omit any information regarding time limits. Otherwise, the standard instructions located in the manual should be followed.</p> <p>This accommodation is recommended for students who have difficulty concentrating for long periods of time due to their level of English language proficiency, students who may be anxious about testing in English, or students who rely heavily on the English/Native Language Dictionary or English Translator.</p> <p>This accommodation is typically appropriate for students who score at the following proficiency levels:</p> <ul style="list-style-type: none"><li>• 1.0 Entering</li><li>• 2.0 Beginning</li><li>• 3.0 Developing</li></ul> <p>This accommodation may be appropriate for some students who score at the following proficiency levels:</p> <ul style="list-style-type: none"><li>• 4.0 Expanding</li></ul> <p>This accommodation can be provided several ways. The final decision should be based on the specific needs of the student.</p>
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	<p>For example:</p> <ul style="list-style-type: none"> <li>• It may be appropriate for the student to begin the test on the scheduled date and to complete the test on the makeup day.</li> <li>• An alternative is to test the student for a specified time period (e.g., twenty minutes), allow the student to take a break (e.g., eight minutes), test again for a specified time period, etc. Test security must be maintained at all times.</li> <li>• The student may also be tested based on sections of the test (e.g., break after each reading passage, break after every ten mathematics problems, etc). Test security must be maintained at all times.</li> <li>• An additional alternative is to test the student in two sessions over two days, testing for a specified time limit as determined in the student’s LEP plan/documentation. For example: the student completes half of the test on the first day of testing and half of the test on the second day of testing.</li> </ul> <p>Students should not be allowed to review questions from a previous session or questions for a future session. Paper clips may be used to secure those pages already completed or planned for future sessions. Students must be reminded that they are <u>not</u> permitted to return to test questions at the next session.</p>
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### Scheduled Extended Time

All North Carolina tests are aligned with the *Standard Course of Study* and are designed so that most students will have enough time to finish the tests. Due to their level of language proficiency, some limited English proficient students need much greater concentration for longer periods of time for testing. This accommodation is allowed for all state-mandated tests with the exception of the state-mandated English language proficiency tests, unless noted on a student with disabilities IEP documentation. The use of testing accommodations should be consistent with those accommodations used during instruction and classroom tests.

<b>Description, Considerations, and Instructions</b>	<p>The schools may determine that students who are identified as limited English proficient need <u>additional time</u> to complete their test beyond that recommended in the test administrator’s manual. The amount of extended time must be reasonable and specified for each test in the student’s current LEP plan/documentation.</p> <p>Any extension of time should occur at the end of, or immediately following, the planned testing session <u>during the scheduled test day</u>. Special arrangements may be needed prior to the test administration to</p>
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	<p>accommodate extensions to the usual testing schedule.</p> <p>Test administrators will need to work with their test coordinator to determine whether the student should be tested in the same room for the whole testing session or whether the student should be tested first with his or her regular classmates, then moved to a different setting during the extended time.</p> <p>When reading the instructions from the regular test administrator’s manual, the test administrator should omit information regarding time limits.</p> <p>This accommodation is typically appropriate for students who score at the following proficiency levels:</p> <ul style="list-style-type: none"> <li>• 1.0 Entering</li> <li>• 2.0 Beginning</li> <li>• 3.0 Developing</li> <li>• 4.0 Expanding</li> </ul>
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### **Student Reads Test Aloud to Self**

Due to their level of language proficiency, some limited English proficient students need to read printed tests and classroom materials aloud to themselves. This accommodation is allowed for all state-mandated tests with the exception of the state-mandated English language proficiency tests, unless noted on a student with disabilities IEP documentation. The use of testing accommodations should be consistent with those accommodations used during instruction and classroom tests.

<p><b>Description, Considerations, and Instructions</b></p>	<p>This accommodation permits the student to read the test aloud to him or herself during the test administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the student’s current LEP plan/documentation, and (2) the accommodation must be used routinely during classroom instruction and similar classroom assessments.</p> <p>If a student requires the <i>Student Reads Test Aloud to Self</i> accommodation, he or she must also receive the <i>Testing in a Separate Room</i> (one-on-one test administration) accommodation. There must not be any other students in the room.</p> <p>A test administrator or proctor may not correct the student as he or she reads aloud or read all or any part of the test to the student unless the student also has the <i>Test Administrator Reads Test Aloud</i> accommodation. Regardless, if the test administrator or proctor corrects or reads all or any part of a test that measures reading comprehension to the student, the test results are invalid.</p>
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	<p>This accommodation is recommended for students who are observed as needing this strategy due to their level of English proficiency.</p> <p>This accommodation is typically appropriate for students who score at the following proficiency levels:</p> <ul style="list-style-type: none"> <li>• 1.0 Entering</li> <li>• 2.0 Beginning</li> <li>• 3.0 Developing</li> </ul> <p>Because students at Level 4.0 are not proficient readers, some may still rely on auditory input to comprehend what is being read. Therefore, this accommodation may be appropriate for some students who score at the following proficiency level:</p> <ul style="list-style-type: none"> <li>• 4.0 Expanding</li> </ul>
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**Test Administrator Reads Test Aloud in English**  
(Not for tests that measure reading comprehension)

Due to their level of language proficiency, some limited English proficient students need printed tests and classroom materials read aloud to them in English. This accommodation is allowed for all state-mandated tests with the exception of the state-mandated English language proficiency tests unless noted on a student with disabilities IEP documentation. The use of testing accommodations should be consistent with those accommodations used during instruction and classroom tests.

If the *Test Administrator Reads Test Aloud* accommodation is used during the administration of North Carolina tests that measure reading comprehension (selections, frames, test questions, or answer choices are read aloud to the student), the test results are invalid.

<b>Description, Considerations, and Instructions</b>	<p>This accommodation permits the test administrator to read aloud in English test directions and content to a student during the administration of state tests that do <u>not</u> measure reading comprehension. If it is documented that the student is to receive this accommodation, the test administrator should read aloud as specified in the accommodations documentation (e.g., all items and choices, by student request, etc.)</p> <p>The test administrator may read any section of the test in English as many times as necessary for the student to comprehend the questions. At no time may the test administrator paraphrase or translate the test instructions or items as any occurrence of these practices will result in misadministrations.</p>
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	<p>This accommodation is typically appropriate for students who test at the following proficiency levels:</p> <ul style="list-style-type: none"><li>• 1.0 Entering</li><li>• 2.0 Beginning</li><li>• 3.0 Developing</li></ul> <p>Because students at Level 4.0 are not proficient readers, some may still rely on auditory input to comprehend what is being read. Therefore, this accommodation may be appropriate for some students who score at the following proficiency level:</p> <ul style="list-style-type: none"><li>• 4.0 Expanding</li></ul> <p>The test administrator should review the regular test administration procedures in the manual prior to the test administration day and omit general directions that are not applicable for this accommodation. Test administrators may read any student survey and sample questions aloud to the students and fill in the bubbles as directed by the student to indicate responses. These survey and sample questions must be read in English.</p> <p>The test administrator should have a copy of the test in order to read the instructions and questions to the students.</p> <p>Students in the same read-aloud group must have the same test form. The school test coordinator should notify the LEA test coordinator several months in advance of testing that the same form is to be administered to a group of students so that the LEA test coordinator can order the appropriate number of materials.</p> <p>When reading the test aloud, the test administrator must adhere to the following guidelines:</p> <ul style="list-style-type: none"><li>• The test administrator must say the item number before reading the item and its answer choices.</li><li>• The test administrator must read one test item, its corresponding answer choices, and then allow students to choose an answer before moving on to the next item. This includes sample items.</li><li>• The test administrator must read each test item and answer choices in a consistent manner so as to not provide any hints of the correct answer or answer choice.</li><li>• The test administrator should repeat the instructions and test questions as many times as necessary for the student to understand and respond.</li></ul>
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	<ul style="list-style-type: none"><li>• For word(s) located on a map, table, graph, chart, computer screen, etc., the test administrator may either (a) read all words to the student at one time or (b) inform the student that the information can be read aloud upon the student’s request.</li></ul> <p>Testing in a Separate Room (Separate Setting)</p> <ul style="list-style-type: none"><li>• It is recommended that the student also receive the <i>Testing in a Separate Room</i> accommodation (one-on-one or small group test administration). The test administrator may read words aloud upon the student’s request throughout the entire test.</li></ul> <p><b>Frames.</b> The 1–4 sentence “directions” located before selections printed in the end-of-grade test—reading comprehension are referred to as “frames.” In the event that the test administrator reads aloud frames to students during the administration of North Carolina tests that measure reading comprehension, the test results are invalid because the frames provide some information regarding the selection.</p> <p><b>Mathematics Tests.</b> A decision must be made and documented in the students LEP plan/documentation prior to the test administration as to whether numbers in the mathematics tests will be read aloud. This decision should be based on individual student needs. The test administrator is to read aloud fractions, greater/less than signs, equal signs, exponents, etc. in the same manner they are read aloud when used routinely during classroom instruction and similar classroom assessments. The test administrator is not to read aloud information that would provide the student with the answer. For example, a test question asks: Which digit is in the hundreds place in the number 2,345? The test administrator would read the number aloud as “two—comma—three—four—five” instead of “two thousand three hundred forty-five.”</p>
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**Testing in a Separate Room (Separate Setting)**  
(One-on-One or Small Group Test Administration)

Due to their level of language proficiency, some limited English proficient students need to use much greater concentration for longer periods of time for testing. This may require that they be tested in a different (separate) setting. This accommodation may be used if the student typically requires a separate room/setting to complete classroom assignments and similar classroom assessments. This accommodation is allowed for all state-mandated tests with the exception of the state-mandated English language proficiency tests, unless noted on a student with disabilities IEP documentation. The use of testing accommodations should be consistent with those accommodations used during instruction and classroom tests.

This accommodation may be used in conjunction with other testing accommodations (such as *Scheduled Extended Time*, *Student Reads Test Aloud to Self*, or *Test Administrator Reads Test Aloud in English*) as to not disrupt other students in the testing environment.

<b>Description, Considerations, and Instructions</b>	<p>Every student must be provided with a quiet, well-lit area in which to take tests. In some cases, students may need to be tested separately. This accommodation provides the student with the opportunity to be tested in a smaller group.</p> <p>The school test coordinator should assist in locating a separate room/setting for testing. The test should be administered as stated in the regular test administration manual unless other accommodations that require modified procedures are used. An attempt should be made to test the student in an area that is familiar to the student.</p> <p>This accommodation is typically appropriate for students who test at the following proficiency levels:</p> <ul style="list-style-type: none"><li>• 1.0 Entering</li><li>• 2.0 Beginning</li><li>• 3.0 Developing</li></ul> <p>This accommodation may be appropriate for some students who score at the following proficiency levels:</p> <ul style="list-style-type: none"><li>• 4.0 Expanding</li></ul>
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# 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

Because standardized tests provide only one valuable piece of information, 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* (16 NCAC 6D .0306), which is printed on the next three pages.

16 NCAC 6D .0306

### **.0306 TESTING CODE OF ETHICS**

- (a) This Rule shall apply to all public school employees who are involved in the state testing program.
- (b) The superintendent or superintendent'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. The principal shall ensure test security within the school building.
  - (1) The principal shall store test materials in a secure, locked area. The principal shall allow test materials to be distributed immediately prior to the test administration. Before each test administration, the building level test coordinator shall accurately count and distribute test materials. Immediately after each test administration, the building level test coordinator shall collect, count, and return all test materials to the secure, locked storage area.
  - (2) "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items. The superintendent or superintendent's designee shall designate the personnel who are authorized to have access to test materials.
  - (3) Persons who have access to secure test materials shall not use those materials for personal gain.
  - (4) 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.
  - (5) The superintendent or superintendent's designee shall instruct personnel who are responsible for the testing program in testing administration procedures. This instruction shall include test administrations that require procedural modifications and shall emphasize the need to follow the directions outlined by the test publisher.
  - (6) Any person who learns of any breach of security, loss of materials, failure to account for materials, or any other deviation from required security procedures shall immediately report that information to the principal, building level test coordinator, school system test coordinator, and state level test coordinator.
- (c) Preparation for testing.
  - (1) The superintendent shall ensure that school system test coordinators:
    - (A) secure necessary materials;
    - (B) plan and implement training for building level test coordinators, test administrators, and proctors;
    - (C) ensure that each building level test coordinator and test administrator is trained in the implementation of procedural modifications used during test administrations; and
    - (D) in conjunction with program administrators, ensure that the need for test modifications is documented and that modifications are limited to the specific need.
  - (2) The principal shall ensure that the building level test coordinators:
    - (A) maintain test security and accountability of test materials;
    - (B) identify and train personnel, proctors, and backup personnel for test administrations; and
    - (C) encourage a positive atmosphere for testing.
  - (3) Test administrators shall be school personnel who have professional training in education and the state testing program.
  - (4) Teachers shall provide instruction that meets or exceeds the standard course of study 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, testlets and linking documents in instruction and test preparation.

- (d) Test administration.
- (1) The superintendent or superintendent's designee shall:
    - (A) assure that each school establishes procedures to ensure that 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 building level administrators of their responsibilities.
  - (2) The principal shall:
    - (A) assure that school personnel know the content of state and local testing policies;
    - (B) implement the school system's testing policies and procedures and establish any needed school policies and procedures to assure that all eligible students are tested fairly;
    - (C) assign trained proctors to test administrations; and
    - (D) report all testing irregularities to the school system test coordinator.
  - (3) Test administrators shall:
    - (A) administer tests according to the directions in the administration manual and any subsequent updates developed by the test publisher;
    - (B) administer tests to all eligible students;
    - (C) report all testing irregularities to the school system test coordinator; and
    - (D) provide a positive test-taking climate.
  - (4) Proctors shall serve as additional monitors to help the test administrator assure that testing occurs fairly.
- (e) Scoring. The school system test coordinator shall:
- (1) ensure that 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.
- (f) 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 release test scores to students, parents, legal guardians, teachers, and the media with interpretive materials as needed.
  - (2) Staff development relating to testing must enable personnel to respond knowledgeably to questions related to testing, including the tests, scores, scoring procedures, and other interpretive materials.
  - (3) 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.
  - (4) Educators shall maintain the confidentiality of individual students. Publicizing test scores that contain the names of individual students is unethical.
  - (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.

- (g) 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 because of the purposes of the test;
  - (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 needed modifications during testing, if available;
  - (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.
- (h) In the event of a violation of this Rule, the SBE 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 ABCs incentive awards from individuals or from all eligible staff in a school;
  - (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.*

## **North Carolina State Board of Education Policies Related to LEP Students**

The following list includes State Board of Education (SBE) policies related to students identified as limited English proficient as referenced on the SBE web site.

### **GCS-A-007**

Title: Policy delineating the guidelines for the testing of students with limited English proficiency  
<http://sbepolicy.dpi.state.nc.us/policies/GCS-A-007.asp?pri=01&cat=A&pol=007&acr=GCS>

### **GCS-A-009**

Title: Policy regarding rules, guidelines, and procedures governing the NC testing program  
<http://sbepolicy.dpi.state.nc.us/policies/GCS-A-009.asp?pri=01&cat=A&pol=009&acr=GCS>

### **GCS-A-011**

Title: Policy Outlining the use of Limited English Proficient Testing Accommodations and Eligibility for Participation in the State-Designated Alternate Assessment  
<http://sbepolicy.dpi.state.nc.us/policies/GCS-A-011.asp?pri=01&cat=A&pol=011&acr=GCS>

### **GCS-A-012**

Title: Annual Measurable Achievement Objectives for NCLB Title III  
<http://sbepolicy.dpi.state.nc.us/policies/GCS-A-012.asp?pri=01&cat=A&pol=012&acr=GCS>

### **GCS-C-021:**

Title: 16NCAC 6G.0312 Policy providing annual performance standards under the ABCs Model  
<http://sbepolicy.dpi.state.nc.us/policies/GCS-C-021.asp?pri=01&cat=C&pol=021&acr=GCS>

### **GCS-K-000**

Title: 16 NCAC 6D.0106 Policy establishing guidelines for Limited English Proficient Programs  
<http://sbepolicy.dpi.state.nc.us/policies/GCS-K-000.asp?pri=01&cat=K&pol=000&acr=GCS>

### **GCS-C-031**

End-of-Grade and End-of-Course Retests and Review Procedures  
<http://sbepolicy.dpi.state.nc.us/policies/GCS-C-031.asp?pri=01&cat=C&pol=031&acr=GCS>





