

Testing Students with Disabilities

North Carolina Testing Program



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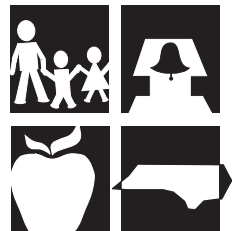
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Division of Accountability Services / North Carolina Testing Program

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A. Introduction

This publication contains policy guidelines and procedures for testing students with disabilities in the North Carolina Testing Program at grades 3–12.¹ Students who are officially classified as having a disability are those who receive special education and related services under the Individuals with Disabilities Education Act (IDEA) Reauthorization of 2004 or are accommodated under Section 504 of the Rehabilitation Act of 1973.

This publication represents a revision of the February 2003 *Testing Students with Disabilities* publication. **NOTE: All information provided in this publication represents the assessments and policies in place as of June 2005. Because of subsequent guidance and/or regulations from the U.S. Department of Education, some of the information may have since been updated. Please always check with your LEA test coordinator for any updated information.**

North Carolina LEA personnel, school personnel, parents, and students may duplicate or download this publication for instructional and educational purposes only. This publication is located on the NCDPI Division of Accountability Services/North Carolina Testing Program Web site at <http://www.ncpublicschools.org/accountability/policies/tswd>. Others may not duplicate or quote from this publication without written permission from the NCDPI Division of Accountability Services/North Carolina Testing Program.

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.”

The 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:

- “(i) To assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society;
- “(ii) To provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery;

¹ School personnel must refer to the test publisher’s manual to determine appropriate accommodations for any nationally normed or commercially-developed tests (e.g., the Terra Nova, Iowa Test of Basic Skills, National Assessment of Educational Progress (NAEP), and Stanford 9).

and

- (iii) To establish additional means for making the education system at the State, local, and school levels accountable to the public for results.”

Responsibilities of Agencies

In regard to the responsibilities of agencies for testing students with disabilities, G.S. §115C-174.12 states:

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

- (i) provide broad accommodations and alternate methods of assessment that are consistent with the child’s individualized education program and Section 504 (29 U.S.C. § 794) plans;
- (ii) prohibit the use of statewide tests as the sole determinant of decisions about a child’s graduation or promotion; and
- (iii) provide parents with information about the Statewide Testing Program and options for students with disabilities.

The State Board shall report options for students with disabilities. The State Board shall report its proposed policies and proposed changes in policies to the Joint Legislative Education Oversight Committee prior to adoption.

The State Board of Education may appoint an Advisory Council on Testing to assist in carrying out its responsibilities under this Article.

- (b) The Superintendent of Public Instruction shall be responsible, under policies adopted by the State Board of Education, for the statewide administration of the testing program provided by this Article.
- (c) Local boards of education shall cooperate with the State Board of Education in implementing the provisions of this Article, including the regulations and policies established by the State Board of Education. Local school administrative units shall use the annual and competency testing programs to fulfill the purposes set out in

this Article. Local school administrative units are encouraged to continue to develop local testing programs designed to diagnose student needs further.”

**Components of the
North Carolina
Testing Program**

G.S. §115C-174.11, Components of the testing program, states:

“(a) Assessment Instruments for First and Second Grades. - The State Board of Education shall adopt and provide to the local school administrative units developmentally appropriate individualized assessment instruments consistent with the Basic Education Program for the first and second grades, rather than standardized tests. Local school administrative units may use these assessment instruments provided to them by the State Board for first and second grade students, and shall not use standardized tests.

(b) Competency Testing Program.

(1) The State Board of Education shall adopt tests or other measurement devices which may be used to assure that graduates of the public high schools and graduates of nonpublic schools supervised by the State Board of Education pursuant to the provisions of Part 1 of Article 39 of this Chapter possess the skills and knowledge necessary to function independently and successfully in assuming the responsibilities of citizenship.

(2) The tests shall be administered annually to all ninth grade students in the public schools. Students who fail to attain the required minimum standard for graduation in the ninth grade shall be given remedial instruction and additional opportunities to take the test up to and including the last month of the twelfth grade. Students who fail to pass parts of the test shall be retested on only those parts they fail. Students in the ninth grade who are enrolled in special education programs or who have been officially designated as eligible for participation in such programs may be excluded from the testing programs.

(3) The State Board of Education shall:

a. Adopt one or more nationally standardized tests or other nationally standardized equivalent measures that measure competencies in the verbal and quantitative areas; or

b. Develop and validate alternate means and standards for demonstrating minimum competence. These standards must be as difficult as the tests adopted pursuant to subdivision (1) of this subsection.

The State Board of Education shall adopt a policy to identify which students and under what circumstances students may pass one of these tests in lieu of the testing requirement of

subdivision (2) of this subsection.

(3a) Students with disabilities who fail to pass the competency test adopted pursuant to subdivision (2) of this subsection after two attempts shall be given the opportunity to take and pass one of the alternate tests adopted pursuant to subdivision (3) of this subsection.

(c) Annual Testing Program.

(1) The State Board of Education shall adopt a system of annual testing for grades three through 12. 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 12. Students who do not pass the tests adopted for eighth grade shall be provided remedial instruction in the ninth grade. This assistance shall be calculated to prepare the students to pass the competency test administered under subsection (b) of this section.

(2) If the State Board of Education finds that additional testing in grades three through 12 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/testing>.

Student Performance and Achievement

Students and schools are accountable for student performance and achievement. All students are to be given the opportunity to receive instruction that will allow them to perform successfully on all state-required tests.

Rules, Guidelines, and Procedures for Implementation of the North Carolina Testing Program

On July 9, 1998, the North Carolina State Board of Education adopted the policy *Rules, Guidelines, and Procedures for the Implementation of the North Carolina Testing Program* (HSP-A-009). According to this policy:

“The information contained within ‘Rules, Guidelines, and Procedures for the Implementation of the North Carolina Testing Program’; the test administrator’s manual for each test; periodic training provided to each LEA [local education agency]; any corresponding policies such as ‘Guidelines for Testing Students with Limited English Proficiency’ and

‘Testing Modifications and Accommodations for Students with Disabilities’ and any subsequent updates 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 [NCDPI] through the LEA test coordinator.

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.”

**Providing
Information and
Updates**

Students, parents, Individualized Education Program (IEP) Team or Section 504 Committee members, teachers, directors of instruction, exceptional children directors, LEA test coordinators, principals, and superintendents are to review this publication prior to making decisions about students with disabilities who may be participating in the North Carolina Testing Program at grades 3–12 with accommodations or through the use of North Carolina alternate assessments.

The LEA test coordinators are to provide any subsequent updates to this publication or any publication that will provide additional information to inform the decision-making for testing students with disabilities.

**State Policy and the
Individuals with
Disabilities
Education Act
(IDEA)
Reauthorization of
2004**

North Carolina’s statewide testing policy, effective with the 2000–01 school year, requires all students with disabilities to participate in the statewide testing program by taking the State-mandated tests under standard conditions, taking State-mandated tests with available accommodations, or by participating in North Carolina alternate assessment(s). This policy is in accordance with the IDEA Reauthorization of 2004. Results from student performance in each of these categories are reported in The North Carolina State testing results reports generated and published annually by the NCDPI.

**General Information
for Accommodations**

Standardized test procedures for students with disabilities 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. **One of the purposes of State tests is to generate information for the purpose of accountability. State tests are not designed to provide comprehensive diagnostic information at the individual student level.** Among the accommodations students with

disabilities may need are (a) modified test formats, (b) assistive technology devices/special test arrangements, and/or (c) a different test environment. A student may require the use of any number 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.

For any State-mandated test, the accommodation must (1) be documented in the student's current IEP or Section 504 Plan and (2) the documentation must reflect routine use during instruction and similar classroom assessments that measure the same construct. However, in cases where the documentation is not consistent with accommodations used during instruction, the student is to receive the accommodations specified in the current IEP or Section 504 Plan although this could adversely affect student performance. It is vital for students with disabilities to receive accommodations on State-mandated tests that allow them to demonstrate their true abilities; however, students must not receive unnecessary or inappropriate accommodations.

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.

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 from the test. Use of accommodations for North Carolina tests that are not specified in this publication may invalidate the results from a given test. Additional information regarding accommodations for State tests is located in Sections C and D of this publication.

Among the accommodations that invalidate the results of the test are:

1. Test administrator reads aloud a reading test designed to measure reading comprehension;
2. Interpreter/transliterators signs/cues a reading comprehension test designed to measure reading comprehension;
3. Use of a calculator on a calculator inactive portion of a mathematics test;
4. Use of dictation to scribe on the State writing assessment invalidates the conventions score of the writing assessment;

5. Use of certain assistive technology devices or keyboarding devices that would identify/correct errors in conventions on the State writing assessment (e.g., prediction software, electronic spellers, spell check, grammar check, and/or online thesaurus) invalidates the conventions score of the writing assessment;
6. Use of certain assistive technology devices and keyboarding devices during the administration of the State computer skills performance test (e.g., electronic speller). The spell check and/or grammar check utilities may be used only during the computer skills performance test when they are part of the operating environment;
7. The scribe presses the keys on the keyboard during the desktop publishing (i.e., keyboarding and word processing/editing) part of the computer skills performance test; and
8. Testing prior to the school's scheduled testing date.

**General Information
for Alternate
Assessments**

In order for a student with a disability to participate in a North Carolina alternate assessment, the alternate assessment must be documented in the current IEP. The IDEA Reauthorization of 2004 and the *No Child Left Behind Act of 2001* (NCLB) require students with disabilities to participate in alternate assessments if they do not participate in a statewide test administration with or without accommodations. *Additional information regarding alternate assessments is located in Sections C and E of this publication.*

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

Since IDEA and NCLB require that all students with disabilities participate in the statewide testing program, where appropriate, a local procedure must be established in the LEA to ensure that students with disabilities who have the appropriate documentation in the current IEP or Section 504 Plan (1) participate in the standard administration of a North Carolina test, (2) receive appropriate accommodation(s) during the administration of a North Carolina test, and/or (3) participate in a North Carolina alternate assessment. All test administrators and proctors, including those who administer State tests with accommodations or provide a North Carolina alternate assessment, 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 use of the accommodation or alternate assessment for students with disabilities located in this publication and other designated State publications. If questions arise regarding procedures for determining or using appropriate accommodations or North Carolina alternate assessments, school staff must contact the

LEA test coordinator.

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B. Responsibilities of the LEA Test Coordinator and Exceptional Children Director/Section 504 Coordinator

The LEA test coordinator, exceptional children director, and Section 504 coordinator are to work collaboratively to provide information to school-based staff regarding procedures for testing students with disabilities. These procedures shall include appropriate documentation in the current Individualized Education Program (IEP) or [for the local Section 504 coordinator] Section 504 Plan defining student participation in the statewide testing program at grades 3–12 in addition to:

1. Testing under standard conditions (i.e., without accommodations);
2. Testing with accommodations; and/or
3. Participating in a North Carolina alternate assessment.

Local personnel must ensure that any consequences resulting from the use of an accommodation or alternate assessment (e.g., procedures that invalidate test results) are explained in totality to parents/legal guardians/surrogate parents, and students, if 18 or older.

Document Information

LEA test coordinators, exceptional children directors, and Section 504 coordinators are to distribute and review copies of this document, which contains State Board of Education policies for testing students with disabilities, to appropriate school personnel and members of the community so that IEP Teams and Section 504 Committees can make informed decisions related to testing students with disabilities.

Joint Responsibility

It is recommended that LEAs develop a local plan to designate responsibilities for the LEA test coordinator, exceptional children director, and Section 504 coordinator to more clearly define roles in the assessment of students with disabilities. It is the joint responsibility of LEA test coordinators, exceptional children directors, and Section 504 coordinators to work collaboratively to ensure the following within a reasonable time frame:

1. All teachers, IEP Teams, and Section 504 Committees, including parent(s), guardian(s), and surrogate parent(s), must be informed about the:
 - a. State testing requirements at each grade level (including NAEP, if applicable);
 - b. Statewide Student Accountability Standards;
 - c. Graduation requirements and implications for students who do not participate in administrations of North Carolina tests that

have a standard for graduation;

NOTE: Students with disabilities may show computer skills proficiency for graduation by meeting the standard for the North Carolina Tests of Computer Skills (multiple-choice and performance) or the computer skills portfolio accommodation. The Online Computer Skills Test and its alternate assessment are expected to be operational beginning in the fall of 2005. Students with disabilities who are following the Occupational Course of Study (1) show “computer proficiency as specified in the student’s IEP” and (2) are not required to meet the graduation standard for the North Carolina Competency Tests.

- d. Guidelines governing the use of testing accommodations; and
 - e. Guidelines governing the use of North Carolina alternate assessments.
2. A local monitoring system is to be established to ensure that only eligible students with disabilities with the appropriate documentation on the current IEP or Section 504 Plan use testing accommodations during the administration of State tests and, in order to ensure valid test results, all State policies are followed.
 3. A local monitoring system is to be established to ensure that only eligible students with disabilities with the appropriate documentation on the current IEP participate in North Carolina alternate assessment(s) when not participating in a statewide test administration under standard conditions or with accommodations.
 4. Appropriate documentation on the current IEP or Section 504 Plan is on file in the event of State audits or monitoring that may be required as part of the Exceptional Children, State Testing, and/or Accountability Programs.
 5. Arrange any special scheduling or other provisions that may be required to accommodate the testing of students with disabilities.
 6. Each school’s implementation of State policies is monitored to ensure that appropriate procedures are followed during the administration of State tests using accommodations. Appropriate accommodations are only provided to eligible students with disabilities with documentation to receive them. *If a student is tested and the school does not provide the approved accommodation, (a) a Report of Testing Irregularity form is to be completed, (b) the superintendent/LEA test coordinator declares a*

misadministration, and (c) the student is retested with another form of the test with the approved accommodation unless 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.

7. Work collaboratively to devise 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) procedures to follow in the event that a student declines to use an approved accommodation during an actual test administration. *Additional information is located in Section C of this publication.*
8. Ensure that all appropriate staff receives training about the IDEA Reauthorization of 2004 and North Carolina alternate assessments. The IDEA Amendments state that all students with disabilities who do not participate in a standard test administration, with or without accommodations, must be administered an alternate assessment. When the IEP Team determines and documents that a student will participate in a North Carolina alternate assessment, the student must participate in documented North Carolina alternate assessments unless the IEP Team reconvenes and changes the testing requirements.
9. Ensure that the parent/guardian is informed when his/her child is to be evaluated by alternate achievement standards. *Additional information on alternate achievement standards may be found in Sections C and E of this publication.*

Joint Training of Local Staff

The LEA will conduct training sessions on testing students with disabilities for test administrators, proctors, exceptional children teachers, and any other appropriate school personnel who serve students with disabilities on IEP Teams, Section 504 Committees, or otherwise involved in administering the test, using accommodations during the administration of a State test, or assisting or completing an alternate assessment.

Training related to testing is primarily the responsibility of LEA test coordinators. However, exceptional children directors, Section 504 coordinators, and general curriculum specialists are strongly encouraged to participate and assist in developing training for exceptional children teachers involved in testing students with

disabilities. *In no case shall a test be administered by an individual who has not participated in training on administering State tests, the appropriate use of accommodations, or procedures for documenting and completing alternate assessments.*

All school system personnel are to be 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. The only exception to this is the State-identified English language proficiency test. Test administrators may require special assistance when administering tests requiring certain accommodations.
2. Every attempt is to be made to relieve testing anxiety.
3. The security of the test must be maintained at all times.

The training is to include:

1. Information located in the *Testing Students with Disabilities* document (this publication) and the North Carolina *Testing Code of Ethics*. The North Carolina *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 LEA test coordinator, is permitted to order secure test materials. Modified test formats for accommodations (e.g., Braille, Large Print, and One Test Item Per Page editions) must be ordered 60 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 Sections C and D of this publication.*

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

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 special needs.

If appropriate, a small group of students in the same grade at the same school using the same accommodation in 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/Transliterater Signs/Cues Test for a test that does not measure reading comprehension) if approved and documented by the IEP Team or Section 504 Committee for each student prior to the test administration.

Appropriate local personnel are to receive training for the Computer Skills Portfolio Assessment Accommodation. The test coordinator, working collaboratively with the director of exceptional children programs and the technology coordinator, must develop a plan for the scoring of student portfolios.

Test administrators may require special assistance from proctors when administering tests requiring accommodations.

Unless the use of the accommodation requires special handling, the test administrator must follow standard procedures for processing test materials.

*When using accommodations, it is imperative that school system personnel follow the specified procedures in this publication for transcribing student responses at the local level. **LEA test coordinators are required to ensure that the student responses are transcribed appropriately so that the test may be scored using regular procedures. If the responses are not transcribed to a regular test document/test booklet/answer sheet that is then scanned, test results will be returned as the lowest possible score.***

Procedures for the storage or return of test materials used with accommodations (e.g., Braille editions or used test books for Student Marks Answers in Test Book) 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 bubbles 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 in 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, proctor, interpreter, transliterator, or scribe (if known);
 - b. Test date, time the test administration is scheduled to begin, and room location; and
 - c. Testing accommodations and appropriate procedures for providing the accommodations. It is desirable that students know and have worked with the test administrator, proctor, interpreter, transliterator, or scribe prior to the test administration.
4. *North Carolina Alternate Assessments.* While training for the alternate assessments for students with disabilities is the responsibility of the LEA test coordinator, it should be conducted in collaboration with the exceptional children director. The collaboration of the LEA test coordinator and exceptional children director is necessary because the majority of LEA test coordinators may have minimal experience working with curriculum and students with disabilities. Communication and cooperation among LEA staff are vital to the assurance that all assessors and related personnel involved in the administration of the alternate assessments receive appropriate training, staff development, and support. *Additional information regarding the alternate assessments is located in Sections C and E of this publication.*

**Review
Recommendations**

The exceptional children director and Section 504 coordinator, in collaboration with the LEA test coordinator, are to review the accommodations and alternate assessments determined by the IEP Teams and Section 504 Committees.

In order to assist exceptional children directors and Section 504 coordinators with collecting data regarding the use of accommodations and alternate assessments, the NCDPI Division of Accountability Services/North Carolina Testing Program has included optional forms in the appendix of this publication. These forms are for local use only. While optional, use of the forms listing accommodations for individual students, NCTP Tables 1–3, is strongly encouraged.

C. Procedures for Determining a Standard Test Administration, Testing with Accommodations, or Participation in Alternate Assessments

The following procedures are to be used when determining whether students with disabilities will (1) be administered State tests under standard conditions (without accommodations), (2) be administered State tests with accommodations, or (3) participate in North Carolina alternate assessments.

General Local Procedures

Testing needs for each student with disabilities must be considered every school year at the annual review of the student's IEP or Section 504 Plan. The IEP Team or Section 504 Committee discusses the individual testing needs of the student with disabilities who is to participate in the State-mandated test administration. Information in this publication, *Testing Students with Disabilities*, must be studied and, in the case of each student, the team/committee determines which of the following is appropriate for each State test, field test, or national test (e.g., NAEP) at the grade level or course:

- Testing under standard conditions (without accommodations);
- Testing with the use of accommodations; or
- Participating in a North Carolina alternate assessment.

Information/procedures for each of the above options are described below. Addressing one State test at a time enables the IEP Team or Section 504 Committee to focus on individual student needs for each test. For example, it may be appropriate for a student to receive an accommodation during the North Carolina End-of-Grade Test of Reading Comprehension; however, the team/committee may decide that the same student is to be administered the North Carolina End-of-Grade Test of Mathematics under standard conditions (i.e., without accommodations). A different team may determine that another student is to participate in the North Carolina End-of-Grade Test of Reading Comprehension under standard conditions (i.e., without accommodations), and the student is to participate in an alternate assessment for mathematics.

All valid test scores will remain in the student's permanent record and will be used for student placement decisions (with the exception of the grade 3 pretest) and school accountability. Non-valid test scores are not to be included in the student's permanent record, Student Information Management System (SIMS/NCWISE), or data files generated for the purpose of school accountability.

NOTE: *The decision regarding the test administration (with or without accommodations) or the use of the alternate assessment for participation in the North Carolina Testing Program must be based only on the individual*

needs of the student and must be documented in the current IEP or Section 504 Plan. The decision must not be made to enhance test scores for the purpose of student placement or school accountability.

1. The LEA test coordinator distributes copies of this publication to appropriate school and local personnel.
 2. In relation to the statewide testing program, the LEA test coordinator provides school-based staff with current information regarding the:
 - A. State tests, field tests, national tests (e.g., NAEP) required at each grade;
 - B. Individuals with Disabilities Education Act (IDEA) Reauthorization of 2004 (Information in this publication for having high expectations for students with disabilities.);
 - C. *No Child Left Behind Act of 2001* (NCLB);
 - D. North Carolina Testing Program;
 - E. Statewide Student Accountability Standards as related to the North Carolina Testing Program;
 - F. State Graduation Requirements as related to the North Carolina Testing Program; and
 - G. Student participation in the North Carolina Testing Program including *Guidelines for Making Decisions for the Participation of Students with Disabilities in the North Carolina Testing Program* which includes:
 - 1) Testing under Standard Conditions;
 - 2) Procedures for discussion of testing with accommodations (including procedures to be followed in the event that (a) the student declines to use the accommodation and (b) an accommodation not located in this publication is used during the administration of a North Carolina test); or
 - 3) Procedures for discussion for use of North Carolina alternate assessments; and
 - H. Established local procedures for collecting information for the ordering of (1) modified test materials such as Braille, one test item per page, and large print editions and (2) North Carolina alternate assessments.
-

For modified test materials, the number of test books needed for one form to be read aloud or signed/cued to a group of students at one testing site must be collected. The testing session (i.e., small group) is allowed to use one test form for the accommodation Test Administrator Reads Test Aloud or Interpreter/Transliterators Signs/Cues Test at one testing site (i.e., classroom). A different form should be used for each of these sessions within a school. Use of different forms of a test across sessions ensures that student performance data are not skewed at the school level by the use of one form.

Testing all students with disabilities within the LEA with the same test form when more than one form is available is not permitted.

For North Carolina alternate assessments, it is imperative that LEA test coordinators obtain accurate information in a timely manner regarding the number of alternate assessments needed at each school so that educators and students can begin using the secure test materials within the designated time frames.

The following details the procedures that IEP Teams and Section 504 Committees are to follow when determining student participation in the North Carolina Testing Program at grades 3–12.

**Access to the
General
Curriculum**

IEP Teams and Section 504 Committees should be reminded that it is in the best interest of students with disabilities to have high expectations and to ensure access to the North Carolina *Standard Course of Study*, North Carolina's general curriculum.

**North Carolina
Testing Program**

Each school year, the NCDPI Division of Accountability Services/North Carolina Testing Program publishes information regarding the current North Carolina Testing Program. Updated North Carolina Testing Program publications can be obtained by visiting the NCDPI Division of Accountability Services/North Carolina Testing Program Web site at <http://www.ncpublicschools.com/accountability/testing>.

In the event that the IEP Team or Section 504 Committee addresses procedures not specified in this document, the team/committee is to contact the LEA test coordinator and exceptional children director/Section 504 coordinator for clarity prior to documenting a final decision. The LEA test coordinator can provide the IEP Team or Section 504 Committee with information regarding the potential impact of the IEP Team/Section 504 Committee 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 North Carolina *Testing Code of Ethics*.

NOTE: The State Board of Education determines standards for all North Carolina tests. IEP Teams or Section 504 Committees are not permitted to revise the standards established by the State Board of Education in order to meet the unique needs of a student.

**Statewide
Student
Accountability
Standards as
Related to the
North Carolina
Testing Program**

Current information regarding the Statewide Student Accountability Standards must be discussed before final decisions are made regarding student participation in the North Carolina Testing Program. **The IEP Team and Section 504 Committee must also be fully informed at the meeting about local promotion requirements.**

For students at grades 3, 5, and 8, the IEP Team or Section 504 Committee is to review the North Carolina Statewide Student Accountability Standards. The current policy is located in the appendix. Additional information is located at http://www.ncpublicschools.org/student_promotion.

**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. **The IEP Team and Section 504 Committee must also be fully informed about State and local graduation requirements.** A copy of the graduation requirements document is to be available at each IEP Team or Section 504 Committee meeting.

Four Courses of Study, One Diploma

There are four courses of study that a student may pursue to graduate with a diploma. These are: College/University Preparation, College Technical Preparation, Career Preparation, and the Occupational Course of Study. Students not meeting these standards may be eligible to receive a certificate of achievement or graduation certificate. The policy is located in the appendix. Additional information is located at http://www.ncpublicschools.org/student_promotion/gradreq.html.

Standardized Transcript

In order to inform parents and students of student progress, beginning with the 1995–96 school year, the State Board of Education adopted the following policy: “a standardized transcript shall be issued to students at the end of each school year” (HSP-N-000). The standardized transcript includes a place to note the course of study that a student is following to complete high school graduation requirements. Therefore, students and parents are able to monitor courses taken toward graduation with each yearly report of the transcript.

1. *North Carolina Tests and Graduation Requirements for Students Following the Career Preparation, College Technical Preparation, or College/University Preparation Course of Study.*

All students following the Career Preparation, College Technical Preparation, or College/University Preparation course of study must meet the competency standard and the computer skills proficiency requirement to receive a North Carolina high school diploma. In order to have the opportunity to meet these requirements, students participate in test administrations of the (1) competency tests in reading comprehension and mathematics (if the student has not met the standard at the eighth grade with the end-of-grade tests) and (2) either the online computer skills test (students entering the eighth grade during or after the 2005–06 school year) or computer skills multiple-choice and performance tests (students entering the ninth grade between the fall of 1996 and fall of 2005).

The standardized computer skills portfolio assessment accommodation may be used to demonstrate computer skills proficiency to meet requirements for graduation for eligible students with disabilities.

Students in the Career Preparation, College Technical Preparation, or College/University Preparation course of study remain eligible for a diploma provided that they meet all other State and local requirements for graduation.

Although the IEP Team or Section 504 Committee has the authority to determine that a student with a disability will not participate in the administration(s) of the competency tests and/or computer skills tests, the decision does not excuse the student from the State graduation requirements. In the event that the IEP Team or Section 504 Committee determines that a student will not participate in the administration of the competency tests and/or computer skills tests, the parent(s), guardian(s), or surrogate parent(s) must be notified that the student must pass the competency standard and meet the computer proficiency standard in order to receive a North Carolina high school diploma.

a. Tests of Computer Skills

All students who began ninth grade during or after the 1996–97 school year must meet the computer skills proficiency requirement for high school graduation. The student must meet the standard for both computer skills tests: multiple-choice and performance. The computer skills tests are administered initially at grade eight. If a student does not participate in one or both computer skills tests at grade eight, additional documentation is required.

The parent(s), guardian(s), or surrogate parent(s) must sign a statement indicating that the consequences of not participating (i.e., the student must meet the computer skills proficiency requirement to receive a North Carolina high school diploma) have been fully explained and are understood. **The signed statement shall become**

a part of the student’s permanent educational record. The decision must be documented in the current IEP or Section 504 Plan.

The test administration at grade eight is the first opportunity to meet the computer skills proficiency requirement for graduation. The proficiency standard for computer skills tests is a multiple-choice scale score of 47 or above and a performance scale score of 49 or above. Students not meeting the standard at grade eight shall be provided remedial instruction and shall have additional opportunities to meet the proficiency requirement during high school up to and including the last month of the twelfth grade.

NOTE: The LEA must notify the student, parent(s), guardian(s) or surrogate parent(s) in writing of the opportunity to reverse the decision before each test administration date as long as the student is enrolled. Until age 21, students may also contact the LEA to seek additional opportunities to retake the test(s) for which they did not meet the standard while in school. The LEA may provide additional opportunities for students to retake the tests after these students reach age 21. Students who exit with a certificate shall be informed during an exit interview of the right to retake the tests in order to receive a high school diploma.

Computer Skills Portfolio Assessment Accommodation. According to State Board of Education policy and the North Carolina Administrative Procedures Act, students with an IEP [or Section 504 Plan] may demonstrate proficiency in computer skills by the use of a standardized portfolio. If the student meets the requirements using the Computer Skills Portfolio Assessment Accommodation, the student has met the computer skills proficiency requirement for graduation. Additional information is located in Section C: Testing Accommodations—Descriptions and Procedures.

b. *Competency Tests*

All students who began ninth grade during or after the 1994–95 school year must meet the competency standard for high school graduation. **Meeting the Achievement Level III standard (without a standard error of measurement) on the eighth grade multiple-choice end-of-grade tests in reading comprehension and mathematics is the first opportunity to meet the competency standard for graduation.**

If the student does not meet the standard with the eighth grade end-of-grade tests, the student must be administered the competency tests for reading and/or mathematics until the standard has been met. If a student does not participate in the administration of the North Carolina Competency Tests of Reading and Mathematics, additional

documentation is required.

The parent(s), guardian(s), or surrogate parent(s) or student (age 18 or older) must sign a statement indicating that the consequences of not participating (i.e., the student must pass all parts of the competency tests in order to receive a North Carolina high school diploma) have been fully explained and are understood. **The signed statement shall become a part of the student’s permanent educational record.** The decision must be documented in the current IEP or Section 504 Plan

The competency standard requires performance at or above Achievement Level III in reading and mathematics. Students not meeting the standard at grade eight shall be provided remedial instruction and shall have additional opportunities to meet the proficiency requirement during high school up to and including the last month of the twelfth grade.

NOTE: The local school system must notify the student, parent(s), guardian(s) or surrogate parent(s) in writing of the opportunity to reverse the decision before each test administration date as long as the student is enrolled. Until age 21, students may also contact the LEA to seek additional opportunities to retake the test(s) for which they did not meet the standard while in school. The school system may provide additional opportunities for students to retake the tests after these students reach age 21. Students who exit with a certificate shall be informed during an exit interview of the right to retake the tests in order to receive a high school diploma.

2. North Carolina Tests and Graduation Requirements for High School Students Following the Occupational Course of Study

- a. Tests of Computer Skills. High school students with disabilities who are following the Occupational Course of Study are to fulfill “computer proficiency as specified in the student’s IEP.”²
- b. Competency Tests. According to Administrative Procedures Act Policy 16 NCAC 6D .0503:

“Special education students who are following the Occupational Course of Study shall not be required to pass the competency test or the exit exam in order to graduate and receive a diploma.”³

² See Administrative Procedures Act Policy 16 NCAC 6D .0503.

³As of the 2002–03 school year, the development of the exit exam has been suspended pending further clarification of the Title I requirement under the federal *No Child Left Behind* legislation.

NOTE: Students following the Occupational Course of Study are required to participate in the administration of the North Carolina High School Comprehensive Test in reading comprehension and mathematics at grade 10 or its alternate assessment due to the federal requirements of *No Child Left Behind*. Students following the Occupational Course of Study are not required to participate in the writing assessment at grade 10.

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

After the IEP Team or Section 504 Committee has been updated regarding the Statewide Student Accountability Standards and local and State promotion and graduation requirements, the team/committee is to discuss if the student is to participate in each State-mandated test (1) under standard conditions (i.e., without accommodations), (2) with accommodations, or (3) through an alternate assessment.

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

The following provides a list of the State-mandated tests in the 2005–06 North Carolina Testing Program by grade:

Grade 3

1. North Carolina Pretest—Grade 3 (reading comprehension and mathematics)

NOTE for Students at Grade 3: For the 2005–06 school year, students at grade 3 will be administered a field test of the North Carolina Pretest—Grade 3 in mathematics based on the 2003 *Standard Course of Study*. It will be operational beginning in the 2006–07 school year;

2. North Carolina End-of-Grade Test in reading comprehension
3. 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. North Carolina Writing Assessment
4. NAEP

Grade 5

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

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
3. North Carolina Writing Assessment

Grade 8

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

NOTE for Students at Grades 9–12: Students at grade nine may have to be administered the following if they have not met the standard for graduation⁴:

1. North Carolina Online Test of Computer Skills
2. North Carolina Test of Computer Skills—Multiple-Choice
3. North Carolina Test of Computer Skills—Performance
4. North Carolina Competency Test in reading comprehension
5. North Carolina Competency Test in mathematics

Grade 9

North Carolina End-of-Course Tests⁵

Grade 10

1. North Carolina Writing Assessment
2. North Carolina High School Comprehensive Test in reading comprehension and mathematics
3. North Carolina End-of-Course Tests⁵

Grade 11

North Carolina End-of-Course Tests⁵

Grade 12

1. North Carolina End-of-Course Tests⁵
2. NAEP

⁴ High school students with disabilities may show computer skills proficiency for graduation by meeting the standard for the North Carolina Tests of Computer Skills (multiple-choice and performance) or the computer skills portfolio accommodation. High school students with disabilities who are following the Occupational Course of Study are to fulfill “computer proficiency as specified in the IEP.” Students following the Occupational Course of Study are not required to meet the graduation standard for the North Carolina Competency Tests.

⁵ North Carolina End-of-Course Tests are administered in ten high school courses: Algebra I, Algebra II, Biology, Chemistry, Civics and Economics, English I, Geometry, Physical Science, Physics, and U.S. History. State Board of Education policy specifies that students who are enrolled in an end-of-course test for credit must be administered the end-of-course test or its alternate assessment.

- North Carolina-Developed Field Tests** Students with disabilities who are administered a North Carolina-developed field test are to participate (under standard conditions or with accommodations), to the same extent possible, as the current IEP or Section 504 Plan documents student participation for the operational North Carolina test (e.g., a sixth-grade student who is to receive approved accommodations for the operational end-of-grade mathematics test receives the same accommodations for an end-of-grade mathematics field test). For a list of the current North Carolina-developed field tests, which is updated annually, contact the LEA test coordinator or visit <http://www.ncpublicschools.org/accountability/testing>.
- Testing Under Standard Conditions** To the extent possible, and when appropriate, students with disabilities should be administered State tests under standard conditions.
- Procedures for Discussion of Testing with Accommodations**
1. The accommodations that are to be used during regular classroom instruction and assessments are to be discussed, finalized, and documented in the current IEP or Section 504 Plan prior to the discussion and documentation of accommodations that are to be used during a State-mandated test administration.
 2. The IEP Team or Section 504 Committee must consider the *Guidelines for Making Decisions for the Participation of Students with Disabilities in the North Carolina Testing Program*, located in the appendix of this publication, whenever making decisions about how a student will participate in the testing program. Each type of test administration is presented with descriptions of each. It is expected that the team/committee will see the chart as a continuum, first considering the Standard Test Administration without Accommodations. If it is decided that the student cannot access the test in this manner, then the team/committee would view the next type of test administration, Standard Test Administration with Accommodations. If an IEP Team determines that a student is unable to access the test with or without accommodations, it may continue through the continuum and consider the alternate assessments. *Students with Section 504 Plans must be assessed with the standard test administration with or without accommodations.*
 3. The following are “Guiding Principles” for accommodations used during State-mandated test administrations that are adapted from a document published by the Council of Exceptional Children⁶:
 - a) **“Do not assume that every student with disabilities needs assessment accommodations.”** Accommodations used in

Guidelines for Making Decisions for the Participation of Students with Disabilities in the North Carolina Testing Program

Guiding Principles for Accommodations

⁶ Council for Exceptional Children. (2000). *Making assessment accommodations: A toolkit for educators*. Reston, VA: Council for Exceptional Children, 17-19.

assessments should be routinely used in instruction and similar classroom assessments.

- b) **“Obtain approval by the IEP Team.”** The IEP Team or Section 504 Committee must determine the accommodations.
- c) **“Base accommodations on student need.”** Whether a student receives any accommodations or what those accommodations should be must be based on the particular needs of that individual student. Decisions must not be based on a category of disability or an educational placement.
- d) **“Be respectful of the student’s cultural and ethnic background.”** When an accommodation is being discussed, make sure that the student and the student’s family are comfortable with it. If a student is also identified as limited English proficient, his ability to access the test from a language perspective must also be taken into consideration when making testing decisions.
- e) **“Integrate assessment accommodations into classroom instruction.”** Decisions regarding assessment accommodations must be based on what that student requires in order to access instruction and similar classroom assessments. Therefore, the instructional accommodations decision comes before the assessment accommodation decision.
- f) **Know which accommodations are approved for each assessment.** Refer to the tables in Section D of this publication for North Carolina’s lists of approved accommodations. The lists are specific for each test. If the IEP Team or Section 504 committee determines that a student requires an accommodation not found on the lists, the process specified in this section under the *Use of Accommodations or Procedures Not Located in This Publication* subheading should be followed.
- g) **“Plan early for accommodations.”** Because the need for accommodations should be evident through classroom instruction, the discussion concerning accommodations should take place well before any assessments for which they are needed.
- h) **“Include students in decision making.”** Whenever possible, the student should be included in deciding whether an accommodation is appropriate. The student can often express whether he/she feels there is a need for the accommodation and whether he/she is willing to use it. It is unlikely that the student will use the accommodation if he/she is uncomfortable with it.
- i) **“Understand the purpose of the assessment.”** It is important to know what construct is being tested so that the accommodations decided on can yield valid results. For instance, use of the Test

Administrator Reads the Test Aloud accommodation is a valid option for the North Carolina End-of-Grade Test in mathematics but would invalidate the results from the North Carolina End-of-Grade Test in reading comprehension.

- j) **“Request only those accommodations that are truly needed.”** The decision regarding testing accommodations must be based on the individual needs of the student. If the student does not require an accommodation in order to access the test, use of it may overwhelm or distract the student. For instance, if a student is given the Read Aloud accommodation but does not require it in order to access the test, the effect of the distraction of someone reading the test may outweigh any benefits.
- k) **“Determine if the selected accommodation requires another accommodation.”** There are some accommodations, such as the Test Administrator Reads the Test Aloud, that require the student to also receive a setting accommodation.
- l) **“Provide practice opportunities for the student.”** All students should have opportunities to practice sample questions in the same format as they will experience on the test. Practice opportunities may demonstrate that a specific testing accommodation is unnecessary for the student. For example, if a student is provided ample opportunity to practice responding to questions on a bubble sheet, it may be determined that he does not require the Student Marks Answers in Test Book accommodation.
- m) **“Remember that accommodations in test taking won’t necessarily eliminate frustration for the student.”** Accommodations should not provide a student with an unfair advantage, but rather an opportunity to demonstrate what he/she can do. Therefore, the use of accommodations does not guarantee a proficient score for the student or a reduction in test anxiety or other emotions caused by the testing situation.

*Accommodations
for the National
Assessment of
Educational
Progress (NAEP)
at Grades 4, 8,
and 12*

- 4. *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) in 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, signed by President Bush on January 8, 2002, 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 nonpublic 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 at least as often as done in the past or every four years). In September, 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 December.

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. Given there are no consequences for individual students or individual schools, the NCDPI recommends that IEP Teams and Section 504 Committees document the accommodation(s) to be used during the administration of NAEP in the event that the student's school is selected to participate in the NAEP assessments. This allows students with disabilities to use accommodations approved by the test publisher, NCES, during the administration of a NAEP test. Accommodations for students with disabilities are determined on a case-by-case basis.

Procedure for IEP Team or Section 504 Committee.

Step 1. The IEP Team or Section 504 Committee is to determine 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 an NAEP test is not scheduled to be administered at the student's assigned grade, the IEP Team or Section 504 Committee is not to address NAEP in the IEP or Section 504 Plan. If an NAEP test is scheduled to be administered at the student's assigned grade level, the IEP Team or Section 504 Committee continues with Step 2 below.

Step 2. The IEP Team or Section 504 Committee reviews the Background Information for NAEP located above.

Step 3. The IEP Team or Section 504 Committee is to first determine if the student is to be administered the NAEP test under standard

conditions (i.e., without accommodations). If the team or committee determines that the student is to use accommodations during the administration of the NAEP test, the IEP Team or Section 504 Committee is to review the NAEP accommodation information that begins on page 30. General information about accommodations continues on page 34 under *Addressing the Use of Accommodation(s)*. The team or committee is to contact the LEA test coordinator if additional information is needed.

Schedule for the State and National Assessment of Educational Progress

Year	National	State	Long-Term Trend
2004	foreign language (12) ³ (postponed)		reading mathematics
2005	reading mathematics ¹ science	reading (4, 8) mathematics (4, 8) ¹ science (4, 8)	
2006	U.S. history economics (12) ¹ civics		
2007	reading (4, 8) mathematics (4, 8) writing (8, 12)	reading (4, 8) mathematics (4, 8) writing (8)	
2008	arts (8) ²		reading mathematics
2009	reading ¹ mathematics science ¹	reading (4, 8) ¹ mathematics (4, 8) science (4, 8) ¹	
2010	world history (12) ¹ geography ²		
2011	reading (4, 8) mathematics (4, 8) writing ²	reading (4, 8) mathematics (4, 8) writing (4, 8) ²	
2012	civics ² foreign language		reading mathematics

¹ Updated or new framework is planned for implementation for this subject. Framework for foreign language approved by NAGB May 2000; updates to mathematics framework approved November 2001; economics framework approved August 2002.

² NAGB will decide whether a new or updated framework is needed for this year.

³ The NAGB postponed the foreign language assessment at their March 6, 2004 meeting.

For the most current schedule of the NAEP assessments, please visit the Nation's Report Card Web site at <http://nces.ed.gov/nationsreportcard/about/assessmentsched.asp>.

Accommodations for NAEP. A list of the NAEP accommodations (updated October 2004) begins on the following page. The LEA test coordinator has the most recent list of approved accommodations designated by NAEP. Students who are normally participating in the North Carolina Testing Program with accommodations should receive those accommodations on NAEP, unless the specific accommodation is not allowed by NAEP. For example, like North Carolina, NAEP does not allow (1) a test administrator to read aloud a test that measures reading comprehension, (2) the use of a calculator on non-calculator math blocks, or (3) the use of off-level testing. Unlike North Carolina, NAEP does not offer Braille or one item per page editions. A list of frequently provided accommodations for students with disabilities is located on page 32. The list identifies whether or not NAEP allows the specific accommodations.

A needed accommodation not on the NAEP list may be provided in the event that the use of the accommodation does not interfere with the validity or reliability of the test. In the event that the IEP Team or Section 504 Committee determines that a student is to use an accommodation during the administration of a NAEP test that is not located in this publication, approval of the use of the accommodation must be received from the NAEP field staff prior to the assessment.

For students who participate in the North Carolina Alternate Assessment Academic Inventory, it may be possible to allow for inclusion in NAEP with the use of an accommodation.

The NCDPI is committed to including as many students as possible in NAEP. The NAEP results for North Carolina should represent the entire student population. Every effort should be made to identify an accommodation that will facilitate a student's participation in NAEP. This effort is supported by the fact that NAEP only reports results at the state level; there are no high-stake consequences for individual students or schools. The IEP Team and the Section 504 Committee should consider ways to offer accommodations for students to enable participation in NAEP.

List of Frequently Provided NAEP Accommodations for Students with Disabilities

NAEP permits students to use most accommodations that are provided to them on State or district achievement tests. The most common accommodations are listed below along with an indication of whether they are permitted for NAEP assessments. Other less frequent accommodations may be used if the accommodation does not change the construct or meaning of the assessment item.

Accommodations for Students with Disabilities	Permitted by NAEP in:		
	Reading	Mathematics	Other
Presentation Format			
Read direction aloud/Repeat directions ¹	Yes	Yes	Yes
Use audio taped version of the test	No	No	No
Sign directions	Yes ²	Yes ²	Yes ²
Assist with interpretation of directions	Yes	Yes	Yes
Read problems, passages, test questions, or other test stimuli aloud to the student	No	Yes	Yes
Braille edition of test	No	No	No
Large print edition of test	Yes	Yes	No
Use magnifying equipment ²	Yes	Yes	Yes
Person familiar to student administers test	Yes	Yes	Yes
Response Format			
Respond in Braille	Yes	Yes	Yes
Respond in sign language	No ²	No ²	No ²
Point to answers	Yes	Yes	Yes
Oral responses	Yes	Yes	Yes
Tape record answers	No	No	No
Use computer or typewriter to respond	Yes	Yes	Yes
Use template to respond	Yes	Yes	Yes
Use large marking pen or special writing tool	Yes	Yes	Yes
Write directly in test booklet ¹	Yes	Yes	Yes
Use talking, Braille or other calculators	No	No	No
Setting Format			
Test in small group or individually	Yes	Yes	Yes
Administer test in separate room	Yes	Yes	Yes
Preferential seating, special lighting or furniture	Yes	Yes	Yes
Other Accommodations			
Extended time	Yes	Yes	Yes
Breaks during test	Yes	Yes	Yes
Test sessions over several days	No	No	No
Abacus, arithmetic tables, graph paper, thesaurus	No	No	No
Spelling and grammar checking software devices	No	No	No

¹Part of NAEP, not considered an accommodation.

² Not provided by NAEP, but school or district may provide after fulfilling NAEP security requirements.

*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 IEP Team or Section 504 Committee is to have access to the accommodation information located in Section D: Testing Accommodations—Descriptions and Procedures at the meeting so that specific procedures for a test administration can be discussed, determined, and documented. The IEP Team or Section 504 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 degree 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) if 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.

Modified Test Formats

- Braille Edition
- Computer Skills Portfolio Assessment Accommodation
- Large Print Edition
- One Test Item Per Page Edition (This accommodation is not available for writing assessments because there is only one writing prompt per test administration.)

Assistive Technology Devices and Special Arrangements

- Assistive Technology Devices *includes Amplification Devices* (Use of certain assistive technology devices during the administration of the writing assessment may result in the student not receiving a conventions score.)
- Braille Writer/Slate and Stylus (and Braille Paper)
- Cranmer Abacus
- Dictation to a Scribe (Use of this accommodation during the administration of the writing assessment will result in the student not receiving a conventions score.)
- Interpreter/Transliterators Signs/Cues Test (Use of this

accommodation during the administration of a State test that measures reading comprehension invalidates the results from the test.)

- Keyboarding Devices *includes electronic Braille note takers* (Use of certain keyboarding devices or features during the administration of the writing assessment may result in the student not receiving a conventions score.)
- Magnification Devices
- Student Marks Answers in Test Book
- Student Reads Test Aloud to Self
- Test Administrator Reads Test Aloud (Use of this accommodation during the administration of a State test that measures reading comprehension invalidates the results from the test.)

NOTE: Tests in the North Carolina Testing Program that measure reading comprehension include the: (a) reading comprehension part of the grade 3 pretest, (b) end-of-grade reading comprehension test, (c) competency reading comprehension test, (d) end-of-course English I test, and (e) reading comprehension part of the high school comprehensive test.

Special Test Environments

- Hospital/Home Testing
- Multiple Testing Sessions
- Scheduled Extended Time
- Testing in a Separate Room *includes individual or small group administration, study carrel, special furniture, special lighting*

*Students Eligible
for
Accommodations*

A student with disabilities must have a current IEP or Section 504 Plan in order to be eligible for accommodations. The following are some situations in which a student with disabilities would *not* be eligible for accommodations:

- The student had an IEP, but was reevaluated and found no longer eligible to receive exception children (EC) services;
- The student reaches the age of 21; or
- The student graduates with a regular diploma.

*Addressing the
Use of
Accommodations*

6. Testing accommodations are not disability specific; they are child specific. The IEP Team or Section 504 Committee may determine that a student who qualifies for special services in one area needs testing accommodations in another area due to the nature of the test. For example, a student with a learning disability in the area of reading may require the use of the Test Administrator Reads the Test Aloud accommodation during the administration of a mathematics test. In such cases, the special need identified in one area (e.g., reading) must also

affect the other area (e.g., mathematics) during the test administration; however, the specific need must be justified in the student's current IEP or Section 504 Plan. Another example would be a student with a learning disability only in the area of written expression. If the IEP Team or Section 504 Committee determines that this student needs accommodations during the administration of a reading or mathematics test, the specific need must be justified in the documentation.

More Than One Accommodation

7. A student may have approval for more than one accommodation due to his or her special needs.

Notifying Students about Accommodations

8. Notifying students about the accommodations they are to use prior to the actual test administration date 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 IEP Team may have agreed and documented that the test administrator is only to read aloud words upon student request. On the other hand, the IEP Team may have 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 documented on the IEP. This prior knowledge allows the school time to work with the student, parents, and the IEP Team to resolve the issue beforehand.

IEP Team/Section 504 Committee Discussion of the Procedure for When a Student Declines the Use of an Accommodation (includes the procedure to be followed for the actual test administration)

9. Once the IEP Team or Section 504 Committee determines which accommodation(s) the student will use during the test administration, the procedures to be followed in the event that the student declines to use the accommodation(s) during the actual test administration must be discussed. This discussion must be documented in the current IEP or Section 504 Plan. Every effort must be made to ensure that IEP or Section 504 Plan requirements are followed, including the use of accommodation(s) when documented in the current IEP or Section 504 Plan.
 - a) Step 1. The IEP Team or Section 504 Committee discusses the procedures to be followed in the event that the student declines the use of the accommodation(s) during the actual test administration at the annual review of the IEP or Section 504 Plan. Prior to the test administration date, the student will be notified of what accommodation(s) the student will use during the actual test

administration. Documentation of notification should be maintained at the school. The student will also be reminded of the accommodation(s) on the day of testing prior to the actual test administration. Steps 2–4 below may not need to be followed during the actual test administration in the event that the student uses the documented accommodation(s).

- b) Step 2. The student's decision to decline the use of the accommodation(s) is discussed thoroughly with the student to ensure the student understands the reasons for the accommodation(s) and the potential consequences of not using them. This can be handled by the test administrator, principal, or designee. If the student agrees to use the accommodation(s), the testing session continues.
- c) Step 3. If the student continues to decline the use of the accommodation(s), the test is administered without the accommodation(s). The incident must be reported immediately to the LEA test coordinator to make any needed changes to the student's testing time and location. The LEA test coordinator will notify the exceptional children director or the Section 504 coordinator and the superintendent at the conclusion of testing each day. A Report of Testing Irregularity form must be completed for documentation.
- d) Step 4. Immediately upon completion of testing, on the same day, the parent/guardian is notified of the student's decision to decline the use of the accommodation by telephone and follow up in writing. Telephone and written follow-up are to be completed by the student's exceptional children teacher who case manages the IEP development.
- e) Step 5. The student must be retested with the accommodation specified in the IEP or Section 504 Plan. This must occur within the makeup window for that test. If the parent does not wish to have the student retested and understands that the score will be based on the test administration without the specified accommodation, then this must be documented with the parent's signature.
- f) Step 6. The IEP Team or Section 504 Committee reconvenes to readdress the recommendations for accommodation(s) and the student's concerns. The IEP Team or Section 504 Committee may elect to invite the student to attend the meeting.

NOTE: The makeup test administration windows for State tests are as follows:

- The multiple-choice tests may have a makeup period of 10 working days following the actual test administration date.

- The writing assessment has a limited makeup period following the actual test administration date.
- The computer skills performance test makeup period must fall within the State-designated testing window.

*Use of
Accommodations
or Procedures
Not Located in
this Publication*

10. In the event that the IEP Team or Section 504 Committee recommends the use of an accommodation or procedures not located in this publication, the LEA test coordinator must be notified immediately. An Accommodation Notification Form, a copy of which is located in this publication, must be completed with the appropriate signatures. The LEA test coordinator will ensure that the completed Accommodation Notification Form is forwarded to the regional accountability coordinator. The regional accountability coordinator must receive the Accommodation Notification Form thirty days prior to the actual test administration date. The NCDPI will provide the LEA test coordinator with a written response, advising as to whether the use of the accommodation or procedures invalidates the results for the test.

*Invalid Test
Results*

11. Invalid test results are not to be used for the Statewide Student Accountability Standards. For the ABCs Accountability Program at the school and for the federal *No Child Left Behind Act of 2001*, the student will be included in the denominator (membership) but not included in the numerator (students who have demonstrated grade-level proficiency) for the ABCs performance composite and the Adequate Yearly Progress proficiency calculation. Invalid test scores will not be used to determine growth at the school for the purpose of the ABCs.

*Documentation of
Accommodations*

12. If the IEP Team or Section 504 Committee determines that testing with accommodations is appropriate, documentation must exist in the current IEP or Section 504 Plan 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.

Additional information regarding the use of accommodations for North Carolina Tests is located in Section D of this publication.

**Procedures for
Discussion of Use
of North
Carolina
Alternate
Assessments**

1. The IEP Team must discuss and exhaust the use of appropriate accommodations before addressing the use of alternate assessments. Students with a Section 504 Plan are expected to participate in the standard test administration with or without the use of accommodations. The IDEA Amendments require (1) that **all** students, including those with disabilities, must participate in statewide test administrations and (2) in the event that students with disabilities cannot participate in a statewide test administration with or without accommodations, the student is to participate in a State-designated alternate assessment.

NOTE: Students with a Section 504 Plan are expected to participate in the standard test administration with or without the use of accommodations.

Each member of the IEP Team is to have access to the alternate assessment information located in Section E: North Carolina Alternate Assessments at the meeting so that specific procedures for a test administration can be discussed, determined, and documented.

2. When discussing the use of an alternate assessment, the IEP Team must review carefully potential long-term consequences for (1) Statewide Student Accountability Standards and (2) State and local graduation requirements with all team members, including the parent(s), legal guardian(s), surrogate parent(s), and the student if age 18 or older.

Automatic and blanket use of alternate assessments for groups of students based on one or more common characteristics such as a specific disability or low achievement is prohibited.

3. A careful and complete analysis regarding the decision to use a NCDPI-designated alternate assessment must occur if the IEP Team determines that the student cannot participate in a statewide test administration, with or without accommodations, for the following State-mandated tests:
 - North Carolina Pretest—Grade 3 (reading and/or mathematics)
NOTE for Students at Grade 3: For the 2005–06 school year, students at grade 3 will be administered a field test of the North Carolina Pretest—Grade 3 in mathematics based on the 2003 *Standard Course of Study*. It will be operational beginning in the 2006–07 school year;
 - North Carolina End-of-Grade Test of Reading Comprehension (Grades 3–8);
 - North Carolina End-of-Grade Test of Mathematics (Grades 3–8);
 - North Carolina Writing Assessment (Grades 4, 7, and 10);
 - North Carolina Online Test of Computer Skills;
 - North Carolina High School Comprehensive Test (reading comprehension and/or mathematics) (Grade 10); or
 - North Carolina End-of-Course Test(s).

The IEP Team determines the State-developed alternate assessments(s) in which the student will participate.

Additional information regarding North Carolina alternate assessments is located in Section E of this publication.

D. Testing Accommodations—Descriptions and Procedures

This section provides a list of accommodations and information describing testing accommodations typically used by students with disabilities, including students identified only under Section 504, that are approved for use when administering State-mandated tests in the North Carolina Testing Program at grades 3–12. When accommodations are provided in accordance with the procedures in this section and proper test administration procedures, results from the tests are deemed to be valid. Test administrators are to recognize that when administering State tests using accommodations located in this publication, the following procedures take precedence over the regular test procedures in the test administrator’s manuals.

Accommodations Not Located in This Publication. The use of other accommodations not in this publication may result in invalid test scores. The process described in the *Use of Accommodations or Procedures Not Located in the Publication* subheading on page C1.22 must be followed in order to find out if the recommended accommodation will invalidate results of the test.

IEP Team or Section 504 Committee

Only the IEP Team or Section 504 Committee can determine if a student with a disability will be administered a State-mandated test under standard conditions, be administered a State test with accommodations, or participate in an alternate assessment. The decision must be documented in the current IEP or Section 504 Plan. Each member of the team/committee is to have access to the accommodation information contained within this publication at the meeting so that specific procedures for a test administration can be discussed, determined, and documented. Portions of this document may be copied and distributed to team/committee members prior to meetings so that all members may be familiar with the information.

The IEP Team or Section 504 Committee must discuss specific procedures for accommodation use prior to the final decision to avoid any anomalies and misadministrations. The team/committee has the responsibility of specifying, to the greatest degree possible, information (for example, the approximate amount of extra time to be given in Scheduled Extended Time or the number of sessions in Multiple Testing Session) that will guide the school test coordinator and test administrator when providing accommodations to students.

Accommodations Tables

The following tables contain the accommodations approved for use during State-mandated test administrations. The first table includes information for State tests at grades 3–8, the second table includes information for State tests at grades 9–12, and the third table includes information for State tests for graduation requirements.

**Approved Accommodations for North Carolina-Developed Tests at Grades 3–8*
for Students with Current IEPs or Section 504 Plans**

Accommodations	Grade 3 Pretest		Writing Assessment (Grades 4 & 7)	End-of-Grade Tests (Grades 3–8)	
	Reading	Mathematics		Reading	Mathematics
Assistive Technology Devices	Yes	Yes	Yes	Yes	Yes
Braille Edition	Yes	Yes	Yes	Yes	Yes
Braille Writer/ Slate and Stylus (Braille Paper)	Yes	Yes	Yes	Yes	Yes
Cranmer Abacus	Yes	Yes	Yes	Yes	Yes
Dictation to a Scribe	Yes	Yes	Yes	Yes	Yes
Hospital/Home Testing	Yes	Yes	Yes	Yes	Yes
Interpreter/ Transliterater Signs/Cues Test	No**	Yes	Yes	No**	Yes
Keyboarding Devices	Yes	Yes	Yes	Yes	Yes
Large Print Edition	Yes	Yes	Yes	Yes	Yes
Magnification Devices	Yes	Yes	Yes	Yes	Yes
Multiple Testing Sessions	Yes	Yes	Yes	Yes	Yes
One Test Item Per Page Edition	Yes	Yes	No***	Yes	Yes
Scheduled Extended Time	Yes	Yes	Yes	Yes	Yes
Student Marks Answers in Test Book	Yes	Yes	Yes	Yes	Yes
Student Reads Test Aloud to Self	Yes	Yes	Yes	Yes	Yes
Test Administrator Reads Test Aloud (in English)	No**	Yes	Yes****	No**	Yes
Testing in a Separate Room	Yes	Yes	Yes	Yes	Yes

*School system personnel must participate in training sessions prior to the test administration to be aware of any restrictions for appropriate use of these accommodations to ensure valid test results.

**Reading aloud the selections/passages, frames, test questions, and answer choices from North Carolina tests that measure reading comprehension invalidates the results from those tests because the test measures reading comprehension. However, test directions in the *Test Administrator's Manuals* may be signed/cued during the administration of any State test.

***The One Test Item Per Page Edition is not available for the writing assessment because there is only one prompt for the test.

****The directions and prompt from the writing assessment are read aloud two times to all students as part of the standard test administration.

**Approved Accommodations for North Carolina-Developed Tests at Grades 9–12*
for Students with Current IEPs or Section 504 Plans**

Accommodations	End-of-Course Tests	Writing Assessment (Grade 10)	High School Comprehensive Test (Grade 10)	
			Reading	Mathematics
Assistive Technology Devices	Yes	Yes	Yes	Yes
Braille Edition	Yes	Yes	Yes	Yes
Braille Writer/ Slate and Stylus (Braille Paper)	Yes	Yes	Yes	Yes
Cranmer Abacus	Yes	Yes	Yes	Yes
Dictation to a Scribe	Yes	Yes	Yes	Yes
Hospital/Home Testing	Yes	Yes	Yes	Yes
Interpreter/ Transliterators Signs/Cues Test	No for English I Yes for Other EOC Tests**	Yes	No**	Yes
Keyboarding Devices	Yes	Yes	Yes	Yes
Large Print Edition	Yes	Yes	Yes	Yes
Magnification Devices	Yes	Yes	Yes	Yes
Multiple Testing Sessions	Yes	Yes	Yes	Yes
One Test Item Per Page Edition	Yes	No***	Yes	Yes
Scheduled Extended Time	Yes	Yes	Yes	Yes
Student Marks Answers in Test Book	Yes	Yes	Yes	Yes
Student Reads Test Aloud to Self	Yes	Yes	Yes	Yes
Test Administrator Reads Test Aloud (in English)	No for English I Yes for Other EOC Tests**	Yes****	No**	Yes
Testing in a Separate Room	Yes	Yes	Yes	Yes

*School system personnel must participate in training sessions prior to the test administration to be aware of any restrictions for appropriate use of these accommodations to ensure valid test results.

**Reading aloud the elections/passages, frames, test questions, and answer choices from North Carolina tests that measure reading comprehension invalidates the results from those tests (including the end-of-course English I test) because the test measures reading comprehension. However, test directions in the *Test Administrator's Manuals* may be signed/cued during the administration of any State test.

***The One Test Item Per Page Edition is not available for the writing assessment because there is only one prompt for the test.

****The directions and prompt from the writing assessment are read aloud two times to all students as part of the standard test administration.

**Approved Accommodations for North Carolina-Developed Tests
with Graduation Requirements*
for Students with Current IEPs or Section 504 Plans**

Accommodations	Online Test of Computer Skills	Tests of Computer Skills		Competency Tests	
		Multiple-Choice	Performance	Reading	Mathematics
Assistive Technology Devices	Yes	Yes	Yes	Yes	Yes
Braille Edition	No	Yes	Yes	Yes	Yes
Braille Writer/ Slate and Stylus (Braille Paper)	No	Yes	Yes	Yes	Yes
Computer Skills Portfolio Assessment Accommodation	NA	Yes	Yes	NA	NA
Cranmer Abacus	No	Yes	Yes	Yes	Yes
Dictation to a Scribe	No	Yes	Yes	Yes	Yes
Hospital/Home Testing	No	Yes	Yes	Yes	Yes
Interpreter/ Transliterators Signs/Cues Test	Yes	Yes	Yes	No**	Yes
Keyboarding Devices	No	Yes	Yes	Yes	Yes
Large Print Edition	No	Yes	Yes	Yes	Yes
Magnification Devices	Yes	Yes	Yes	Yes	Yes
Multiple Testing Sessions	Yes	Yes	Yes	Yes	Yes
One Test Item Per Page Edition	No	Yes	Yes	Yes	Yes
Scheduled Extended Time	Yes	Yes	Yes	Yes	Yes
Student Marks Answers in Test Book	No	Yes	Yes	Yes	Yes
Student Reads Test Aloud to Self	Yes	Yes	Yes	Yes	Yes
Test Administrator Reads Test Aloud (in English)	Yes	Yes	Yes	No**	Yes
Testing in a Separate Room	Yes	Yes	Yes	Yes	Yes

*School system personnel must participate in training sessions prior to the test administration to be aware of any restrictions for appropriate use of these accommodations to ensure valid test results.

**Reading aloud the elections/passages, frames, test questions, and answer choices from North Carolina tests that measure reading comprehension invalidates the results from those tests (including the end-of-course English I test) because the test measures reading comprehension. However, test directions in the *Test Administrator's Manuals* may be signed/cued during the administration of any State test.

Modified Test Formats

The following accommodations are included as Modified Test Formats:

- Braille Edition
- Large Print Edition
- One Test Item Per Page Edition
- Other
 - Computer Skills Portfolio Assessment Accommodation

NOTE: Only the superintendent or superintendent's designee, usually the LEA test coordinator, is permitted to order Modified Test Formats. Braille, Large Print, One Item Per Page Editions, and other special print requests must be received by NCDPI/TOPS at least 60 working days prior to the test administration date. Special print requests other than those specified in this publication must be submitted by an Accommodation Notification Form as described in the *Use of Accommodations or Procedures Not Located in this Publication* subheading on page C1.22.

Braille Edition

A Braille edition accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the Braille edition accommodation.

North Carolina Test of Computer Skills—Performance (Graduation requirement for students who entered grade 8 in 2000–01 through 2004–05) Braille editions are available for printed test materials of the computer skills performance test; however, the entire computer skills performance test is not available in Braille due to the nature of the test (e.g., manipulating electronic files for database use and spreadsheet use).

Description

A Braille edition of the test is provided to the student. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Braille Literary Code and Braille Nemeth Code sheets do not accompany Braille test editions for use during secure State test administrations. The information located on such sheets should be addressed during classroom instruction.

The North Carolina Testing Program produces tests using contracted Braille. Students with impaired vision who have less than contracted Braille skills may have the Braille or standard version read aloud while the test administrator or scribe records student responses. See the information on the Test Administrator Reads Test Aloud accommodation including information regarding reading aloud North Carolina reading tests and validity. Contracted Braille (formerly called “Grade Two”) is Braille written with a variety of standard short cuts for digraphs, parts of words, and entire words. Uncontracted Braille (formerly called “Grade One”) is Braille written letter to letter, with each word spelled out completely.

Braille Rulers and Braille Protractors. The NCDPI provides a Braille ruler and/or Braille protractor to be used during the administration of designated State mathematics tests for items that require measurement. All students receive rulers and protractors for measurement items during the administration of the: (1) competency test of mathematics and (2) mathematics part of the high school comprehensive test.

Ordering Braille Editions. Only the superintendent or superintendent’s designee, usually the LEA test coordinator, is permitted to order Braille editions. All Braille editions must be ordered

60 working days prior to the actual test administration date to ensure adequate production, quality control, and delivery time.

Considerations and Instructions

Recording Student Responses. Answers for multiple-choice test items may be marked in the test book, brailled, dictated to a scribe, or recorded using a keyboarding device (e.g., word processor), as determined by the IEP Team or Section 504 Committee. Student responses to the writing assessment may be recorded using a Braille writer, dictation to a scribe, or keyboarding device, as determined by the IEP Team or Section 504 Committee. The accommodation that specifies the method for recording student responses is to be included on the current IEP or Section 504 Plan. (The test administrator must refer to those accommodations in this section for additional information.)

Using Braille Edition in Regular Classroom. Some students with impaired vision may be able to take the Braille edition in the regular classroom if responses can be recorded in a manner that does not disturb other students (e.g., computer with headphones). Preparations must be made prior to the test administration in order to accommodate these students.

Regular Copy of Test Book. The test administrator must have a regular copy of the test in case the student asks questions. The test administrator should ensure that the form of the regular test book matches the brailled edition prior to the beginning of the actual test administration.

Accommodated Test Item Due to Braille Coding. If a test item is accommodated to be consistent with Braille coding, the brailist will attach a note to the Braille edition describing the accommodation to the test item.

Test Administrator Codes Background Information/Survey for Student. The test administrator must review the information regarding the regular test administration before testing begins. When administering the test, directions for filling in the bubbles for the student's name and other background information must not be read aloud. The test administrator must complete the background information on the regular scannable answer sheet or scannable test document cover in advance of the test administration. The test administrator may read any student survey question aloud to the student and fill in the bubbles as directed by the student to indicate responses.

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the Braille edition accommodation is appropriate for the student.

1. Does the student use a Braille edition during regular classroom instruction and similar classroom assessments?
2. Are Braille Literary Code and Braille Nemeth Code sheets available during classroom instruction?
3. Does the student have contracted Braille skills?
4. How will the student record responses to the Braille edition of the test (e.g., mark in the test book, use a Braille writer, dictate to a scribe, or use a keyboarding device)?
5. Should the student use the Braille edition during the test administration in the regular classroom setting or should the student also use the Testing in a Separate Room accommodation?
6. Should the student receive the Scheduled Extended Time accommodation?

**Collection, Storage,
and Processing of
Test Materials**

Transcribing Student Responses. Because students may record their responses in a manner other than the regular answer document, (e.g. use of a keyboarding device, Braille writer, mark answers in test book, or dictation to scribe), the test administrator or proctor may be required to transcribe the student's responses to the appropriate regular writing test document, computer skills performance test book, and/or multiple-choice answer sheet for scoring purposes. If a student's responses require the transcriber to transcribe information from a Braille format (e.g., answers marked in Braille test book or student used a Braille writer), the transcriber must be trained and proficient in the reading of Braille. The transcription must be double-checked by another designated Braille-proficient school official to ensure that no errors occurred. **Only responses on regular writing test documents, computer skills performance test books, and/or multiple-choice answer sheets will be scored. The test administrator must purge any electronic files immediately following the completion of the transcription process. If the responses are not transcribed, test results will be returned as the lowest possible score.**

Braille Error Report. If errors in Braille editions are discovered, a Braille Error Report form (obtained from the LEA test coordinator) must be completed and mailed to the address on the Braille Error Report form.

Return All Braille Editions. At the conclusion of the test administration, all Braille editions of State tests must be returned to the LEA test coordinator who will return all editions to TOPS by the designated deadline dates.

Large Print Edition

A large print edition accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the large print edition accommodation.

Description

This accommodation allows a student to take a test using an enlarged version of the test. Depending on the test, it is printed in one of two ways:

1. The test is printed using 24-point sans-serif font. When a test item requires superscript and/or subscript, the text of the superscript and/or subscript is in 24-point sans-serif font and the rest of the text in that test item is enlarged to 32-point sans-serif font; or
2. The test is printed using 22-point Verdana font. When a test item requires superscript and/or subscript, the text of the superscript and/or subscript is in 22-point Verdana font and the rest of the text in that test item is enlarged to 30-point Verdana font.

With either of the above print methods, bold type is used in introductory lines and where appropriate emphasis is needed.

Students typically circle their responses (i.e., uses the Student Marks Answers in Test Book accommodation) to questions directly on the large print edition of the test.

As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Large Print Rulers and Large Print Protractors. The NCDPI provides a large print ruler and/or large print protractor to be used during the administration of designated State mathematics tests for items that require measurement. All students receive rulers and protractors for measurement items during the administration of the: (1) competency test of mathematics and (2) mathematics part of the high school comprehensive test.

Ordering Large Print Editions. Only the superintendent or superintendent's designee, usually the LEA test coordinator, is permitted to order large print editions of the test. All large print editions must be ordered 60 working days prior to the actual test administration date to ensure adequate production, quality control, and delivery time.

Considerations and Instructions

North Carolina Online Test of Computer Skills. (Graduation requirement for students who enter the eighth grade during or after the 2005–06 school year) There are no printed materials for the online test of computer skills; however, the size of the on-screen font may be enlarged to accommodate the need for large print.

North Carolina Test of Computer Skills—Performance. (Graduation Requirement for students who entered grade 8 between 2000–01 and 2004–05) Large print editions are available for the printed computer skills performance test; however, the entire computer skills performance test is not available in large print due to the nature of the test (e.g., manipulating electronic files for database use and spreadsheet use). Information regarding assistive technology devices (e.g., screen-enlarging programs) that may be used as accommodations is located in this section under Assistive Technology Devices.

Magnification Devices. If applicable, the test administrator is to remind students to bring their magnification devices to the test administration site. The students must also have the accommodation of Magnification Devices documented in their IEPs or Section 504 Plans.

Test Administrator Codes Background Information/Survey for Student. The test administrator must review the information regarding the regular test administration. When administering the test, directions for filling in the bubbles for the student’s name and other background information must not be read aloud. The test administrator must complete the background information on the regular scannable answer sheet or scannable test document cover in advance of testing. The test administrator may read any student survey question aloud to the student and fill in the bubbles as directed by the student to indicate responses.

Record Student Name on Large Print Edition. The student’s full name and a second identifier (e.g., student ID number or student date of birth) must be legible on the front of the large print edition of the test book. The recorded information must uniquely identify the student.

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the Large Print Edition accommodation is appropriate for the student.

1. Does the student use large print editions during regular classroom instruction and similar classroom assessments?
2. If the student is using the large print edition during the administration of a State-mandated mathematics test in which rulers are distributed (i.e., competency test or high school comprehensive test), will the student receive instruction in the

classroom for using a large print ruler prior to the actual test administration?

3. If the student is using the large print edition during the administration of a State-mandated mathematics test in which protractors are distributed (i.e., competency test or high school comprehensive test), will the student receive instruction in the classroom for using a large print protractor prior to the actual test administration?
4. How will the student record responses to the large print edition of the test (e.g., mark in the test book, use a Braille writer, dictate to a scribe, or use a keyboarding device)?
5. Does the student need the Magnification Devices accommodation?
6. Does the student need the Scheduled Extended Time accommodation?
7. Does the student need an edition that is both large print and one test item per page? If so, this is a special request involving an Accommodation Notification Form. The IEP Team or Section 504 Committee should be aware that the combination of these accommodations produces a large document, both in size of paper (same size paper as large print) and number of pages.

Collection, Storage, and Processing of Test Materials

Transcribing Student Responses. Because many students mark their responses in the large print editions, the test administrator or proctor must transcribe the students' responses to the appropriate regular writing test document, computer skills performance test book, or multiple-choice answer sheet for scoring purposes. The transcription must be double-checked by another designated school official to ensure that no errors occurred. The staff members transcribing and verifying the transcription must sign the outside cover of the test book. **Only responses on regular writing test documents, computer skills performance test books, or multiple-choice answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score.**

Large Print Error Report. If errors in the large print editions are discovered, a Large Print Error Report form (obtain from the LEA test coordinator) must be completed and mailed to the appropriate address located on the form.

Storage or Return of Large Print Editions. The LEA must follow the procedures in the test administrator’s manual regarding the storage or return of large print editions of State tests. The procedures will vary based on the test administered to the students.

One Test Item Per Page Edition

The One Test Item Per Page accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the One Test Item Per Page Edition accommodation.

North Carolina Writing Assessment at Grades 4, 7, and 10 The One Test Item Per Page Edition accommodation is not available for the North Carolina Writing Assessment at grades 4, 7, and 10 because there is only one writing prompt for each writing assessment.

North Carolina Online Test of Computer Skills (Graduation requirement for students who enter grade 8 in 2005–06 and beyond) The online test of computer skills is not available in one test item per page edition due to the nature of the test (e.g., manipulating electronic files for database use and spreadsheet use).

North Carolina Test of Computer Skills—Performance (Graduation requirement for students who entered grade 8 in 2000–01 through 2004–05) One Test Item Per Page Editions are available for the printed computer skills performance test; however, the entire computer skills performance test is not available in a One Test Item Per Page Edition due to the nature of the test (e.g., manipulating electronic files for database use and spreadsheet use).

Description

The One Test Item Per Page Edition accommodation provides one test question on each page. Each 8.5" x 11" page contains standard size font. Reading selections/passages are in the same format as a regular test book. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments so that the student has the opportunity to become familiar and comfortable with the use of the accommodation prior to the actual test administration.

It should be noted that the number of test book pages will increase, and it may be appropriate to provide the student with the Multiple Testing Sessions accommodation. If Multiple Testing Sessions is appropriate, the student may be provided with a certain number of test pages at a time to avoid overwhelming the student by the thickness of the test book.

Ordering One Test Item Per Page Editions. Only the superintendent or the superintendent's designee, usually the LEA test coordinator, is permitted to order One Test Item Per Page editions. All One Test Item Per Page editions must be ordered 60 days prior to the actual test administration date to ensure adequate production, quality control, and delivery time.

Considerations and Instructions

Test Administrator May Code Student Background Information/Survey for Student. The test administrator must review the information regarding the regular test administration. When appropriate, the test administrator may complete the student background information on the regular scannable answer sheet or scannable test document cover in advance of testing. The test administrator may read any student survey question aloud to the student and fill in the bubbles as directed by the student to indicate responses.

Record Student Name on One Test Item Per Page Edition. The student's full name and a second identifier (e.g., student ID number or student date of birth) must be legible on the front of the One Test Item Per Page edition. The recorded information must uniquely identify the student.

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the One Test Item Per Page Edition accommodation is appropriate for the student.

1. Does the student use one test item per page editions during regular classroom instruction and similar classroom assessments?
2. Does the student have visual-discrimination difficulties?
3. Will the student need the Multiple Testing Sessions accommodation? This would allow the student to be provided with a certain number of test pages at a time during the test administration so that the student is not overwhelmed by the thickness of the test book.
4. How will the student record responses to the One Test Item Per Page edition of the test (e.g., mark in the test book, use a Braille writer, dictate to a scribe, or use a keyboarding device)?

Collection, Storage, and Processing of Test Materials

Transcribing Student Responses. If students mark their responses in the One Test Item Per Page editions, the test administrator or proctor must transcribe the students' responses to the appropriate regular computer skills performance test book or multiple-choice answer sheet for scoring purposes. The transcription must be double-checked by another designated school official to ensure that no errors occurred. Both the transcriber and the transcription verifier must sign the outside cover of the test book. **Only responses on regular computer skills performance books or multiple-choice answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score.**

One Test Item Per Page Edition Error Report. If errors in One Test Item Per Page editions are discovered, a One Test Item Per Page

Edition Error Report form (obtain from the LEA test coordinator) must be completed and mailed to the appropriate address located on the form.

Storage or Return of One Test Item Per Page Editions. The LEA must follow the procedures in the test administrator’s manual regarding the storage or return of the One Test Item Per Page editions. The procedures vary based on the test administered to the students.

Computer Skills Portfolio Assessment Accommodation (CSPAA)

The CSPAA is available only for the North Carolina Tests of Computer Skills—Multiple-Choice and/or Performance. This is a graduation requirement for students who entered grade 8 in the 2000–01 school year through 2004–05.

NOTE: All students who enter the eighth grade during or after the 2005–06 school year are required to take the North Carolina Online Test of Computer Skills or its alternate assessment as a means of meeting the computer skills proficiency standard which is a graduation requirement.

Description

According to the North Carolina Administrative Procedures Act (16 NCAC 6D .0503), “a student with disabilities shall demonstrate proficiency [in computer skills] by the use of a portfolio if this method is required by the student’s IEP [or Section 504 Plan].” This accommodation is only available for those students with disabilities who cannot take the computer skills test(s) under standard administration conditions or with the use of other accommodations. The purpose of the CSPAA is not to provide an easier alternative to demonstrating proficiency, but to provide an appropriate alternative for access to meeting the proficiency requirement that meets the same high standard as the test.

NOTE: The expectation is that all students will be administered the computer skills tests or use the CSPAA to meet the computer skills proficiency requirement for graduation. Students with disabilities may show computer skills proficiency for graduation by meeting the standard for the North Carolina Tests of Computer Skills (multiple-choice and performance) or the computer skills portfolio accommodation. Students with disabilities who are following the Occupational Course of Study show “computer proficiency as specified in the student’s IEP.”

The computer skills tests (multiple-choice and performance) measure the K–8 computer skills competencies from the North Carolina *Standard Course of Study*. In order to review the same competencies for the portfolio, a copy of the K–12 computer skills curriculum can be obtained at the LEA or by visiting the Web site <http://www.ncpublicschools.org/curriculum>. The expectation is that all students have access to the computer skills curriculum and must have a certain level of mastery before they are ready to begin developing the portfolio.

The NCDPI Division of Accountability Services/North Carolina Testing Program devised the rules and procedures for the use of this standardized portfolio accommodation. The accommodation requires

pieces of evidence and extensive documentation. The decision to complete the standardized portfolio in lieu of taking one or both tests of computer skills is determined by the student's IEP Team or Section 504 Committee. The decision must be documented in the current IEP or Section 504 Plan.

Ordering CSPAA Secure Test Materials. In order to use the CSPAA, additional testing materials must be ordered through the superintendent or the superintendent's designee, usually the LEA test coordinator. These materials are secure and cannot be reproduced. The LEA test coordinator must return all unused computer skills portfolio materials to the North Carolina Testing Program for reasons related to test security. LEAs must provide justification for the use of testing materials not returned to the North Carolina Testing Program, since not returning secure test materials is a violation of test security. The NCDPI will audit portfolios in development and upon completion to ensure that evidences show the same high standards are being met.

Considerations and Instructions

Role of the IEP Team or Section 504 Committee. The student's IEP Team or Section 504 Committee must exhaust the use of all possible accommodations before discussing the possibility of using the CSPAA. It is imperative that the same IEP Team or Section 504 Committee fully understands all issues related to the use of this accommodation. It may be appropriate to invite a local staff member trained in the use of the CSPAA and the required documentation to attend the IEP Team or Section 504 Committee meeting if questions arise. All decisions must be documented in the current IEP or Section 504 Plan. All designated staff must receive training in the appropriate procedures for the use of this accommodation. The decision includes determining:

1. The local staff person (for example, the exceptional children teacher and/or technology teacher) who is responsible for the documentation and collection of the student work for the CSPAA.
2. The extent that the student is to use the CSPAA. For example, the student may use this accommodation with both computer skills tests (multiple-choice and performance) or one of the computer skills tests. The student would then be administered the remaining computer skills test under standard conditions or with other accommodations. The current IEP or Section 504 Plan must clearly document the extent to which the CSPAA is to be used for each student.
3. Students with disabilities may need more than one school year to meet the requirements of the CSPAA. At each IEP Team or Section 504 Plan review, student progress is to be reviewed. It is

imperative that all members of the student's team or committee monitor student progress to support the student's attempt to fulfill the computer proficiency requirement prior to graduation.

Procedures. In the event that the student is to be administered a computer skills test under standard conditions, the test administration procedures specified in the test administrator's manual must be followed. In the event that a student is to be administered one or both computer skills tests with the portfolio accommodation, (1) the procedures located in this publication and (2) the procedures/criteria in the portfolio materials must be followed.

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the CSPAA accommodation is appropriate for the student.

1. Is the student able to take the computer skills tests under standard conditions or with other accommodations? If not, the IEP Team or Section 504 Committee may wish to address the use of the CSPAA.
2. Has the IEP Team or Section 504 Committee discussed the fact that the CSPAA accommodation has the same high standards as the regular computer skills tests?
3. Who is the local staff person (for example, the exceptional children teacher and/or technology teacher) responsible for the documentation and collection of the student work for the CSPAA?
4. Will the student use the portfolio as the accommodation for both computer skills tests or one computer skills test? If the student uses the portfolio for one of the computer skills tests, the student would then be administered the remaining computer skills test under standard conditions or with other accommodations. Is this clearly documented in the current IEP or Section 504 Plan?
5. Will the student progress for completing the portfolio be reviewed at the next IEP or Section 504 meeting? Will the portfolio be completed in time for graduation?

NOTE: The IEP Team or Section 504 Committee is not permitted to change the performance standard (i.e., passing scores) on either of the computer skills tests to support the student in completing IEP or Section 504 Plan goals in the area of computer proficiency.

**Collection, Storage,
and Processing of
Test Materials**

Scoring. All portfolios are scored locally. **The test coordinator, working collaboratively with the director of exceptional children programs and the technology coordinator, must develop a plan for the scoring of student portfolios.** The principal and teacher must sign that the portfolio reflects individual student work. The LEA may wish to involve others in the scoring process. Each school must follow the LEA-developed plan for scoring and reporting results for the student CSPAA. Documentation of student performance must be provided in each student’s permanent folder (including SIMS/NCWISE).

Individual Student Reports. The LEA is to generate individual student reports for students who demonstrate proficiency through the portfolio. The “passing” or “not passing” status must be documented in the cumulative record and in SIMS or NCWISE.

Fulfilling Computer Proficiency Requirement. Once students meet the criteria for the CSPAA, they have fulfilled the computer proficiency requirement to receive a high school diploma. Students’ (1) portfolios, (2) IEPs or Section 504 Plans, (3) permanent records, (4) standardized transcripts, and (5) student information management systems (for example, SIMs or NCWISE) must be documented to note that the students have met the requirement. In order to ensure that appropriate documentation is completed in time for high school graduation, the requirement must be fulfilled at least three weeks prior to graduation.

Assistive Technology (AT) Devices and Special Arrangements

The following accommodations are included as Assistive Technology (AT) Devices and Special Arrangements:

- AT Devices
- Interpreter/Transliterators/Signs/Cues Test
- Student Marks Answers in Test Book
- Student Reads Test Aloud to Self
- Test Administrator Reads Test Aloud
- Other
 - Braille Writer/Slate and Stylus (and Braille paper)
 - Cranmer Abacus
 - Dictation to a Scribe
 - Keyboarding Devices
 - Magnification Devices

AT Devices

The AT Devices accommodation may be used with any State-mandated test, as long as the results from the test administration are not invalidated by the use of the AT device(s). **Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the AT Devices accommodation.**

NOTE: Additional information about AT devices that invalidate the results of the test is located in this subheading. Examples of AT devices that invalidate test results include, but are not limited to, the following:

1. Use of AT Devices that read aloud reading comprehension tests, which are designed to measure reading comprehension;
2. Use of a calculator during the administration of the calculator inactive part of a North Carolina mathematics test;
3. Use of prediction software, electronic spellers, spell check, and/or grammar check utilities during the administration of the writing assessment; and
4. Use of an electronic speller during the administration of the computer skills performance test.

NOTE: IEP Teams and Section 504 Committees are to review information located in “Use of Accommodations or Procedures Not Located in This Publication” on page C1.22 before making the final decision to use AT devices that will invalidate test scores. **When school-based personnel have questions regarding appropriate AT devices such as the potential for an AT device to invalidate the results of the test, the LEA test coordinator must be contacted.** The LEA test coordinator will contact the regional accountability coordinator for further clarification of the use of AT devices.

Description

Students may use AT devices as an accommodation, when appropriate. As with all accommodations for North Carolina tests, (1) the specific AT device to be used must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments. The principal or his designee, usually the school test coordinator, shall arrange for student access to the appropriate AT device during the scheduled test administration.

Considerations and Instructions

The test administrator must check the AT device (e.g., computer) prior to the test administration to ensure that it is in working order. If the student is keying responses on a computer, the student must be reminded periodically to save the file. However, at the end of the test administration, the saved file must be deleted.

Students may use the following technologies during the administration of any State test unless otherwise noted. This includes the grade 3 pretest, end-of-grade tests, writing assessments, the computer skills tests, the high school comprehensive test, all end-of-course tests, and

competency tests.

1. Students may use low technology devices such as pencil grips, clipboards, and slant boards. **NOTE:** If using a slant board, the student must be positioned in such a location that no other student is able to see the student's test documents.
2. Students may use amplification devices (e.g., personal hearing aids, classroom FM systems, cochlear implants) to hear (a) instructions read aloud by the test administrator as part of the standard test administration and/or (b) words read aloud by the test administrator if the Test Administrator Reads the Test Aloud accommodation is used. **NOTE:** The use of the Test Administrator Reads the Test Aloud accommodation during the administration of any State test that measures reading comprehension invalidates the results from the test.
3. Students may use speech recognition systems (i.e., students dictate commands and responses to the computer) as an accommodation. **NOTE:** The use of speech recognition systems during the administration of the State writing assessment would result in an invalid conventions score.
4. Students may use talking word processors/screen reading (i.e., the computer reads aloud what the student has entered) as an accommodation. **NOTE:** If using talking word processors/screen reading, the student must use headphones or also receive the Testing in a Separate Room (one-on-one) accommodation.
5. Alternative/customized keyboards, "stickie keys," touch screens, and trackballs may be used as accommodations unless use of the AT device would invalidate test results.
6. Screen enlarging programs may be used as an accommodation.
7. Students may use accessibility options of an operating system if a computer is being used. Examples are filter keys, toggle keys, and high contrast settings. These options may be used as accommodations unless the use of them would invalidate test results.
8. Students may use audiotapes to record responses during the administration of State tests. For example, a student may record his or her responses on an audiocassette. Then either the student or a scribe can transfer the student responses to the regular test document/answer sheet. If a scribe is transferring the student

responses, someone other than the original transcriber must check the transcription for accuracy. Once this is completed, the audiocassette must be erased. The LEA is to provide the materials needed to provide this accommodation. **NOTE:** Use of audiotapes to record a student's response to the State writing assessment would result in an invalid conventions score if it is transcribed by someone other than the student.

Technology That Reads Tests Aloud. North Carolina reading comprehension tests are designed to measure reading comprehension. If a student uses an AT Device that reads a reading test aloud to a student, the test results will be invalid. IEP Teams and Section 504 Committees must review information located in "Use of Accommodations or Procedures Not Located in This Publication" on page C1.22 before making the final decision to use AT Devices that will invalidate test scores. North Carolina reading tests include the (1) reading comprehension part of the grade 3 pretest, (2) end-of-grade reading comprehension test, (3) end-of-course English I test, (4) reading part of the high school comprehension test, and (5) competency test of reading. AT devices that read tests aloud include speech synthesizer/screen reader software and optical character recognition (OCR)/scanners.

In April 1999, the State Board of Education approved the recommendation of the Compliance Commission to allow four newly blinded students at the Governor Morehead School for the Blind (as well as other newly blinded students) to be given the opportunity to take the reading portion of the High School Competency Test using the assistive technology that the students use as part of their regular classroom instruction. The LEA test coordinator must alert the Division of Accountability Services/North Carolina Testing Program at least 60 days prior to the use of this accommodation to ensure adequate production, quality control, and delivery time of the appropriate test materials.

In March 2005, the State Board of Education approved the recommendation of the Compliance Commission to allow students who routinely use assistive technology that reads text aloud to use that technology when taking the verbal edition of the competency test. See the Competency Test Verbal Edition accommodation in this publication for more information.

AT devices that read tests aloud will not invalidate the results of the test when used during the administration of the (1) grade 3 pretest of mathematics, (2) end-of-grade mathematics test, (3) writing assessments, (4) online computer skills test, (5) computer skills

multiple-choice and performance tests, (6) mathematics part of the high school comprehensive test, (7) all end-of-course tests except English I, (8) competency test of mathematics, and (9) competency test verbal edition.

Calculators. To receive valid test scores, students may use calculators as accommodations only when calculator use is part of the standard test administration. The policies and procedures for calculator use are located in each test administrator's manual. The information below reflects the policies and procedures in place at the time of the publication. The information below may change due to revisions in the North Carolina *Standard Course of Study* and procedures during field-testing. The LEA test coordinator can provide updates.

- **Calculator Use That Invalidates the Score.** Calculator use by any students during the administration of the calculator inactive parts of North Carolina mathematics tests invalidate the following test results: (1) grade 3 pretest, (2) end-of-grade tests, and (3) competency test.
- **Calculator Use That Does Not Invalidate the Score.** All students have access to calculators as part of the standard test administration for the following North Carolina tests: (1) calculator-active part of the grade 3 pretest mathematics; (2) calculator-active part of the end-of-grade mathematics tests; (3) end-of-course tests of Algebra I, Algebra II, chemistry, geometry, physical science, and physics; (4) mathematics part of the high school comprehensive test; and (5) calculator active part of the competency mathematics test.

NOTE: For all calculators used during the administration of North Carolina tests, the memory must be cleared by school personnel before and after the test administration if the calculator has memory.

1. *Talking and Large Key Calculators.* Students may use "talking" calculators or large key calculators as an AT device accommodation and receive valid test results *only* when calculator use is part of the standard test administration. It is recommended that students who use "talking" calculators either use an earphone or be tested in a separate room so as not to disturb other students during the test administration.
2. *Calculators that Print.* Students may use calculators that print as an AT device accommodation and receive valid test results *only* when calculator use is part of the standard test

administration. **If a student uses a calculator that prints, those printed materials are secure test materials that must be recycled/destroyed in a secure manner at the central office level.**

3. *Graphing Calculator Use Through Software Programs.* Students may use graphing calculators during designated State tests in order to receive valid test results. The minimum requirement for calculator use during the administration of State tests is a graphing calculator for the mathematics part of the high school comprehensive mathematics, end-of-course test of Algebra I, and end-of-course test of Algebra II. Students may use graphing calculators during the administration of end-of-course tests of chemistry, geometry, physical science, and physics, and any end-of-grade mathematics test. For those students who require auditory and tactual access to graphing calculators, the IEP Team or Section 504 Committee may determine that the students use software programs approved by the NCDPI Division of Accountability Services/North Carolina Testing Program. (The software programs must be approved through the Accommodation Notification Form process in order to ensure validity of test results.) The student must use the program on a consistent basis during regular classroom instruction and similar classroom assessments and the calculator must operate independently during the test administration. Immediately following the test administration, any saved files that contain test items must be purged and any embossed test items created by the software program must be recycled in a secure manner. For more information on graphing calculator accessibility, contact the NCDPI Exceptional Children Division.

NOTE: Students are not permitted to use calculators that include a computer algebraic system (CAS) and are capable of doing symbolic algebra (i.e., factoring, expanding, or simplifying given variable output), or symbolic calculus.

North Carolina Writing Assessment. The use of the AT devices listed below during the administration of the North Carolina Writing Assessment invalidates the conventions score of the test. These technologies must be disabled prior to the actual test administration in order for the student to receive a valid conventions score.

1. Prediction software (i.e., software that provides a list of words after the user enters a few letters);

2. Speech-recognition software (i.e., software that provides a word after the student says the word aloud);
3. Electronic spellers (i.e., provide students with an accurate spelling of a word after the student enters how he or she thinks the word is spelled); and
4. Spell check and/or grammar check utilities when they are part of the operating environment.

Each State writing assessment provides each student with the same number of printed lines for the student response. It is imperative that all student responses, including those that use the AT Device accommodation, "fit" on those printed lines. Student responses on added horizontal lines, in a double-stack format, in the margins, or on separate sheets of paper cannot be scored. This policy ensures equitable opportunities for all students participating in the test administration. It would be helpful for students using this accommodation during the writing assessment to have opportunities to respond to practice prompts and have the responses transcribed to answer documents similar to that of the actual assessment. This would allow the student to gauge how long a document can be produced using the AT device and still fit in the space provided by the answer document. Because of differences in handwriting, the same transcriber should be used for both the practice and actual writing assessment.

Online Computer Skills Test. The spell check and grammar check utilities may be used *only* during the performance computer skills test when they are part of the operating environment. Use of electronic spellers during the administration of the online computer skills test invalidate students' test scores because of the nature of the test.

Computer Skills Performance. The spell check and grammar check utilities may be used *only* during the performance computer skills test when they are part of the operating environment. Use of electronic spellers during the administration of the computer skills performance test invalidate students' test scores because of the nature of the test.

If a student with a disability uses a screen enlarger program during the administration of the computer skills performance test, the actual student printouts to be scored must be printed in standard size font.

Competency Test Verbal Edition. In March 2005, in response to House Bill 801, the State Board of Education approved the use of the accommodation of AT that reads the test aloud for students with disabilities for the verbal edition of the competency test. The AT device

must be used routinely during classroom instruction and similar classroom assessments and the student must be able to demonstrate independent use of the device.

Using a Scanner with Secure State Tests. In the event that the LEA would like to use a scanner to scan a secure State test in order to provide a student with a disability with an accommodation, the LEA must send a written request to the director of the NCDPI Division of Accountability Services prior to scanning the test. The written request must address how test security will be maintained. The NCDPI will determine if the secure State test can be scanned and also address copyrighted material that the State does not have permission to scan.

**Use of Assistive
Technology Devices
not Specifically
Listed in this
Publication**

In the event that the IEP Team or Section 504 Committee recommends the use of an assistive technology device that is not specifically listed in this publication, the team/committee should follow the steps described in the *Use of Accommodations or Procedures not Located in this Publication* subsection located on page C1.22.

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the AT Devices accommodation is appropriate for the student:

1. Does the student use the assistive technology device during regular classroom instruction and similar classroom assessments?
2. State Reading Comprehension Tests. If the IEP Team or Section 504 Committee is considering the use of an assistive technology device that reads aloud a State test that measures reading comprehension, has there been discussion that the test results will not be valid and the implications for non-valid test results? The IEP Team/Section 504 Committee may refer to page C1.22 of this publication to review a statement regarding non-valid test results for North Carolina tests.
3. State Mathematics Tests and Calculators. If the IEP Team or Section 504 Committee is considering the use of a calculator during the administration of a State mathematics test that does not permit the use of calculators, has there been discussion that the test results will not be valid? The IEP Team/Section 504 Committee may refer to page C1.22 of this publication to review a statement regarding non-valid test results for North Carolina tests.

If the student will use a talking calculator, should the student use an earphone or use the Testing in a Separate Room accommodation?

Does the student require auditory and tactual access to a graphing calculator during the State test administration? If so, the IEP Team/Section 504 Committee may determine that the student use a software program approved by the NCDPI North Carolina Testing Program in order to ensure valid test results.

4. North Carolina Writing Assessment. If the IEP Team or Section 504 Committee is considering the use of prediction software, speech-recognition software, electronic spellers, and/or spell check and/or grammar check utilities during the administration of the State writing assessments, has there been discussion that the conventions score will not be valid or reported if the appropriate procedures are followed at the local level? The IEP Team/Section 504 Committee may refer to page C1.22 of this publication to review a statement regarding non-valid test results for North Carolina tests.
5. Computer Skills Performance. If the IEP Team or Section 504 Committee is considering the use of the spell check or grammar check utilities during the administration of the computer skills performance test, has there been discussion that the use will only provide valid test results if the utilities are part of the operating environment? The IEP Team/Section 504 Committee may refer to page C1.22 of this publication to review a statement regarding non-valid test results for North Carolina tests.

Collection, Storage, and Processing of Test Materials

Transcribing Student Responses. If students' responses are not located directly on the secure test document, test book, or answer sheet due to the use of the AT Device, the test administrator or proctor must transcribe the responses to the appropriate regular writing test document, computer skills performance test book, or multiple-choice answer sheet for scoring purposes. The transcription must be double-checked by another designated school official to ensure that no errors occurred. Both the transcriber and the transcription verifier must sign the outside front cover of the test book. **Only responses on regular writing test documents, computer skills performance books, or multiple-choice answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score.**

The test administrator must follow the regular procedures for processing test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Interpreter/Transliterators Signs/Cues Test

The Interpreter/Transliterators Signs/Cues Test accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the Interpreter/Transliterators Signs/Cues Test accommodation.

North Carolina Writing Assessment. The writing prompt and directions for North Carolina Writing Assessment at grades 4, 7, and 10 may be signed/cued if this accommodation is deemed appropriate for use.

North Carolina Reading Comprehension Tests. If the Interpreter/Transliterators Signs/Cues Test accommodation is used during the administration of North Carolina tests that measure reading comprehension (selections/passages, frames, test questions, or answer choices are signed/cued to the student), the test results are invalid. North Carolina tests that measure reading comprehension are listed below:

1. North Carolina Pretest—Grade 3 (reading comprehension);
2. North Carolina End-of-Grade Tests in reading comprehension (Grades 3–8);
3. North Carolina Competency Test of Reading (Graduation Requirement);
4. North Carolina End-of-Course Test of English I; and
5. North Carolina High School Comprehensive Test in reading comprehension (Grade 10).

NOTE: IEP Teams and Section 504 Committees must review information located in *Use of Accommodations or Procedures Not Located in This Publication* on page C1.22 before making the final decision to use accommodations that will invalidate test results.

Description

This accommodation allows a student to use the services of an interpreter or transliterator to sign or cue the directions and the content of the test during a test administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Each test site must have at least **two** adults when using an interpreter/transliterator to sign/cue a North Carolina test. As with all State tests, a trained proctor is required. In addition, (a) a test administrator who reads the information aloud (e.g., directions, test questions) and (b) a qualified interpreter/transliterator who signs/cues to the students is required. The test administrator and interpreter/transliterator must attend all training sessions. One person may fulfill the requirements as described in (a) and (b). It is recommended that the school use an interpreter/transliterator who has previously signed/cued for the students.

The interpreter must be proficient in sign language or the student's individual communication modality. The interpreter must not

fingerspell words that have a commonly used sign. Test items may not be clarified in any manner.

Considerations and Instructions

Reviewing Secure Test Items on the Day of Testing. Because the interpreter/transliterators must be familiar with the concepts of the test questions, he or she is allowed to review on the day of testing under secure conditions writing prompts and computer skills performance test questions for *up to fifteen minutes* and multiple-choice items for *up to two hours per subject*. The interpreters/transliterators must not disclose the content or specific items of the test. Test security must be maintained.

Procedures During the Actual Test Administration. Test administrators are not allowed to sign/cue two or more different test forms to a group of students during one test administration session. The directions in the test administrator’s manual that the test administrator reads aloud to students may be signed/cued during the administration of any North Carolina State-mandated tests, including State tests that measure reading comprehension.

Test items and answer choices for State tests that do not measure reading comprehension may be signed/cued the number of times necessary to ensure comprehension but in a manner that does not indicate the correct response or teach vocabulary and concepts (e.g., do not sign/cue definitions of words).

The 1–4 sentence "directions" located before selections/passages printed in test books of the (1) grade 3 pretest—reading comprehension, (2) end-of-grade test—reading comprehension, (3) reading comprehension section of the high school comprehensive test, and (4) competency test of reading comprehension are referred to as “frames.” Signing/cueing frames to students during the administration of North Carolina reading comprehension tests invalidates the test results because the frames provide some information regarding the selection/passage.

Shortcut Signs. Anytime there is a standard sign for a word or concept, that sign is to be used during the test administration. **The shortcut sign may not be used if it would indicate the answer.** In the event that there is no standard sign and a shortcut sign is available, the shortcut sign may be used during the administration of a secure State test if the shortcut sign will not indicate the answer. A “shortcut sign” is a sign created in the classroom setting between the interpreter and the student for a commonly used subject-specific word for which there is no sign. Shortcut signs are not to be created during the actual administration of a secure State test.

Mathematics Tests. The interpreter is to sign greater/less than signs,

equal signs, exponents, etc. in the same manner that they are signed when used during classroom instruction and similar classroom assessments. The interpreter is not to sign 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 interpreter would sign the number as “two—comma—three—four—five” instead of “two thousand three hundred forty-five.”

Tests that Measure Comprehension. In the event that there is not a sign for a word located in a secure State test that measures reading comprehension or technical terminology (for example, the computer skills multiple-choice and performance tests), the interpreter may not use a sign that is close to the word for tests. For example, if the State test contains the word “bronco” (no sign available), the interpreter must not substitute the sign for “horse.” Instead, the interpreter should fingerspell the word “bronco.”

State Writing Assessments. For the State writing assessments, the interpreter may use a sign that is close to the word during the test administration because comprehension is not being measured.

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the Interpreter/Transliterator Signs/Cues Test accommodation is appropriate for the student:

1. Does the student use the Interpreter/Transliterator Signs/Cues Test accommodation during regular classroom instruction and similar classroom assessments?
2. Is the use of an interpreter or transliterator this student’s typical mode of communication?
3. Does the interpreter/transliterator have prior experience working with the student?
4. Because the test will be read aloud to the interpreter/transliterator, has the Testing in a Separate Room accommodation been addressed?
5. If the IEP Team or Section 504 Committee is considering the use of the Interpreter/Transliterator Signs/Cues Test accommodation during the administration of a State reading comprehension test, has there been discussion about the fact that the test results will be invalid?

**Collection, Storage,
and Processing of
Test Materials**

The test administrator must follow the regular procedures for processing the test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Student Marks Answers in Test Book

The Student Marks Answers in Test Book accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the Student Marks Answers in Test Book accommodation.

North Carolina Test of Computer Skills—Performance (Graduation Requirement).

Students mark answers in the computer skills performance test book for the database use and spreadsheet use parts of the test as part of the regular test administration procedures. Students cannot mark answers in test books for the other parts of the performance computer skills test (i.e., keyboarding and word processing/editing or desktop publishing) due to the nature of the test.

Writing Assessment. Students record responses directly onto testing materials for the North Carolina Writing Assessment (grades 4, 7, and 10) as part of the regular test administration procedures.

Description

This accommodation allows a student to circle his/her responses to test questions directly in the test book during the test administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

NOTE: According to a report by the National Center on Educational Outcomes:

“If a student does not know how or is not attentive enough to mark answers appropriately on a separate answer sheet, this accommodation should be provided; however, it may be that the student should be taught how to appropriately use the standard bubble sheet format for later testing purposes.”⁷

Considerations and Instructions

Test Administrator Codes Background Information/Survey for Student.

The test administrator must review the information regarding the regular test administration. When using this accommodation while testing in a separate room, directions for filling in the bubbles for the student’s name and other background information are not to be read aloud. The test administrator must complete the background information in advance of testing. The test administrator may read any student survey question aloud to the student and fill in the bubbles as

⁷ Thurlow, M., & Bolt, S. (2001). *Empirical support for accommodations most often allowed in state policy* (Synthesis Report 41). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes, 25. Retrieved December 15, 2002, from the World Wide Web: [http://education.umn.edu/NCEO/Online Pubs/Synthesis41.html](http://education.umn.edu/NCEO/Online%20Pubs/Synthesis41.html)

directed by the student to indicate responses.

The test administrator must review the regular test administration procedures in the manual prior to the test administration day and should omit general directions that are not applicable for this accommodation (e.g., asking students to locate the appropriate section of the multiple-choice answer sheet).

Procedure During Actual Test Administration. Students shall be instructed to circle the letters of their multiple-choice responses in the test book.

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the Student Marks Answers in Test Book accommodation is appropriate for the student:

1. Does the student use the Student Marks Answers in Test Book accommodation during regular classroom instruction and similar classroom assessments?
2. Does the student have difficulty transferring information or staying focused? Does the student have mobility, coordination, or motor limitations?

**Collection, Storage,
and Processing of
Test Materials**

Record Student Name on Test Book. The student's full name and a second identifier (e.g., student ID number or student date of birth) must be legible on the cover of the test book. The recorded information must uniquely identify the student.

Transcribing Student Responses. After the testing session the student's answer to multiple-choice test questions must be transferred to the appropriate regular computer skills performance test book or multiple-choice answer sheet. Someone other than the original transcriber must check the transcription in order to ensure accuracy. Both the transcriber and the transcription verifier must sign the outside front cover of the test book. The regular performance test booklet or multiple-choice answer sheet must then be processed by following the regular procedures. **Only answers on regular performance test books or multiple-choice answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score.**

The LEA must follow the procedures in the test administrator's manual regarding the storage or return of test books when the Student Marks Answers in Test Book accommodation is used. The procedures may vary based on the test administered to the students.

Student Reads Test Aloud to Self

The Student Reads Test Aloud to Self accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the Student Reads Test Aloud to Self accommodation.

North Carolina Writing Assessment. The writing prompt and directions for the North Carolina Writing Assessment at grades 4, 7, and 10 are read aloud two times to all students as part of the regular test administration procedures.

Description

This accommodation permits the student to read the test aloud to him/herself during the test administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan and (2) the accommodation must be routinely used during classroom instruction and similar classroom assessments.

Considerations and Instructions

If a student requires the Student Reads Test Aloud to Self accommodation, he/she must also receive the Testing in a Separate Room (one-on-one administration) accommodation. There may not be any other students in the room.

The Student Reads Test Aloud to Self accommodation would also apply to students who routinely use a whisper phone device to hear themselves read. They may use such a device, but must follow the same guidelines as other students receiving this accommodation.

A test administrator or proctor may not correct the student as he/she reads aloud or read all or any part of the test to the student unless the student also has the Test Administrator Reads the Test Aloud accommodation. 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. North Carolina tests that measure reading comprehension are listed below:

1. North Carolina Pretest—Grade 3 (reading comprehension);
2. North Carolina End-of-Grade Tests in reading comprehension (Grades 3–8);
3. North Carolina Competency Test of Reading (Graduation Requirement);
4. North Carolina End-of-Course Test of English I; and
5. North Carolina High School Comprehensive Test in reading comprehension (Grade 10).

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the Student Reads Test Aloud to Self accommodation is appropriate for the student:

1. Does the student use the Student Reads Test Aloud to Self accommodation during regular classroom instruction and similar classroom assessments?
2. Will the student use a whisper phone device while reading the test?
3. If the student will use this accommodation, has the Testing in a Separate Room accommodation been discussed?

**Collection, Storage,
and Processing of
Test Materials**

The test administrator must follow the regular procedures for processing the test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Test Administrator Reads Test Aloud

The Test Administrator Reads Test Aloud accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the Test Administrator Reads Test Aloud accommodation.

North Carolina Writing Assessment. The writing prompt and directions for the North Carolina Writing Assessment at grades 4, 7, and 10 are read aloud two times to all students as part of the regular test administration procedures.

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

1. North Carolina Pretest—Grade 3 (reading comprehension);
2. North Carolina End-of-Grade Tests in reading comprehension (Grades 3–8);
3. North Carolina Competency Test of Reading (Graduation Requirement);
4. North Carolina End-of-Course Test of English I; and
5. North Carolina High School Comprehensive Test in reading comprehension (Grade 10).

NOTE: IEP Teams and Section 504 Committees must review information located in *Use of Accommodations or Procedures Not Located in This Publication* on page C1.22 before making the final decision to use accommodations that will invalidate test results.

Description

This accommodation permits the test administrator to read aloud test directions and content to a student during the test administration (for State tests that do not measure reading comprehension). As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan and (2) the accommodation must be routinely used during classroom instruction and similar classroom assessments.

Considerations and Instructions

Specific Procedures During the Test Administration and the Role of IEP Team/Section 504 Committee. Students with disabilities are to be as independent as possible. During instruction in the regular classroom, the administration of a State test (for State tests that do not measure reading comprehension) and the administration of similar classroom assessments, only those tests or part of tests that the student needs read aloud based on individual student needs are to be read aloud.

The IEP Team or Section 504 Committee must specify the extent to which the student is to receive the read aloud accommodation during a State test administration (for State tests that do not measure reading comprehension). Some examples are:

1. A student who is to have every word (including words on maps, tables, graphs, charts, computer screen, etc.) read aloud during the test administration.
2. A student who is only to have words (including words on maps, tables, graphs, charts, computer screen, etc.) read aloud upon student request.
3. A student who does not require that numbers in mathematics tests be read aloud.
4. A student with a learning disability in reading comprehension may only require this accommodation when there is greater content or unknown vocabulary words on a test, but the student may not need the accommodation for tests with shorter sentences.

NOTE: This decision is not to be made by the test administrator or other school personnel. The IEP Team or Section 504 Committee determines and documents this decision.

The test administrator must contact the student's exceptional children teacher or guidance counselor for a review of the documentation in order to obtain information regarding specific scheduling procedures for the Test Administrator Reads Test Aloud accommodation.

NOTE: To ensure the validity of the test, students receiving the Test Administrator Reads Test Aloud accommodation must also receive the Testing in a Separate Room accommodation.

The test administrator may repeat the instructions and test questions (for State tests that do not measure reading comprehension) as many times as necessary for the students to understand and respond.

The test administrator must review the regular test administration procedures in the manual prior to the test administration day and should 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.

The test administrator must have a copy of the test in order to read the instructions and questions to the students.

When reading aloud the test, the test administrator must adhere to the following guidelines:

- When reading the entire test aloud, 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.
- 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.
- If asked to read a test item on request, the test administrator must say the item number before reading the item and its answer choices.

Frames. The 1–4 sentence “directions” located before selections/passages printed in test books of the (1) grade 3 pretest—reading comprehension, (2) end-of-grade tests—reading comprehension, (3) reading comprehension section of the high school comprehensive test, and (4) competency test of reading 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/passage.

Mathematics Tests. 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.”

Online Test of Computer Skills. Students receiving the Test Administrator Reads Test Aloud accommodation for the online test of computer skills must also receive the Testing in a Separate Room

accommodation. It is strongly recommended that this be a one-on-one administration for students receiving the Test Administrator Reads Test Aloud accommodation to ensure the validity of the assessment.

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the Test Administrator Reads Test Aloud accommodation is appropriate for the student:

1. Does the student use the Test Administrator Reads Test Aloud accommodation during regular classroom instruction and similar classroom assessments?
2. Would the student's functioning reading level affect his or her performance on a State test that does not measure reading comprehension?
3. Has there been discussion as to the extent to which the student will use this accommodation during the administration of the State test?
4. When test questions are read aloud for classroom assessments is every question read aloud or only questions requested by the student?
5. Would the student be comfortable requesting test items to be read aloud?
6. If the student will use this accommodation, should the student receive the Testing in a Separate Room accommodation?
7. How does the student feel about being tested in a separate room?
8. Should the student use the Scheduled Extended Time or Multiple Testing Sessions accommodation?
9. If the IEP Team or Section 504 Committee is considering the use of the Test Administrator Reads Test Aloud accommodation during the administration of a State reading comprehension test, has there been discussion about the fact that the test results will be invalid?

**Collection, Storage,
and Processing of
Test Materials**

The test administrator must follow the regular procedures for processing the test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Braille Writer/Slate and Stylus (and Braille Paper)

The Braille Writer/Slate and Stylus (and Braille Paper) accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the Braille Writer/Slate and Stylus (and Braille Paper) accommodation.

Description

Students may use a Braille Writer/Slate and Stylus (and Braille Paper) as an accommodation during State tests. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Considerations and Instructions

Test Administrator Knowledge of Braille Codes. It is recommended that the test administrator have knowledge of applicable Braille codes.

Test Administrator Codes Background Information/Survey for Student. The test administrator must review the information regarding the regular test administration prior to testing. When administering the test, directions for filling in the bubbles for the student's name and other background information must not be read aloud. The test administrator must complete the background information on the regular scannable answer sheet or scannable test document cover in advance of testing.

The test administrator may read any student survey question aloud to the student and fill in the bubbles as directed by the student to indicate responses. The test administrator shall omit instructional information located in the "Directions for Administration" section of the manual, that is not applicable when a student is using the Braille Writer/Slate and Stylus (and Braille Paper) accommodation (e.g., asking students if they have No. 2 pencils).

Record Student Name on Original Student Responses. The student's full name and a second identifier (e.g., student ID number or student date of birth) must be legible on the original Braille Writer/Slate and Stylus (and Braille Paper) student responses. The recorded information must uniquely identify the student.

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the Braille Writer/Slate and Stylus (and Braille Paper) accommodation is appropriate for the student:

1. Does the student use the Braille Writer/Slate and Stylus (and Braille Paper) during regular classroom instruction and similar classroom assessments?
2. Will the test administrator have knowledge of applicable Braille codes?

3. Should the student receive the Multiple Testing Sessions and/or Scheduled Extended Time accommodations?

Collection, Storage and Processing of Test Materials

Transcribing Student Responses. Students' responses must be transcribed to the appropriate regular writing test document, computer skills performance test book, or multiple-choice answer sheet for scoring purposes. The transcription must be double-checked by another designated school official to ensure that no errors occurred. Both the transcriber and the transcription verifier must sign the outside front cover of the test book. **Only responses on regular writing test documents, computer skills performance test books, or multiple-choice answer sheets will be scored. If the responses are not transcribed, the test results will be returned as the lowest possible score.**

Only in the event that the transcriber discovers that a student response for a multiple-choice test item is nonsensical (e.g., the student writes "f" when the answer choices are only a, b, c, or d), the test administrator may ask the student to clarify the answer. In the event that the transcriber discovers that a student response for the writing assessment is nonsensical (e.g., the student response is inappropriate because the student wrote a nonsensical series of letters due to not using the correct keys), the transcriber may ask the student, "What are the letters or words that you wrote in this part of your brailled response?" The transcriber is not permitted to ask for any other clarification.

The transcription for the writing test document must be photocopied, and the student's full name and school must be recorded on the photocopy.

Storage or Return of Secure Test Materials. The LEA must follow the procedures in the test administrator's manual regarding the storage or return of Braille Writer/Slate and Stylus (and Braille Paper) responses and photocopies of the student responses. The procedures may vary based on the test administered to the students.

Cranmer Abacus

The Cranmer Abacus accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the Cranmer Abacus accommodation.

Description

The Cranmer abacus is a tool that may be used as an accommodation. The Cranmer abacus is not a substitute for a calculator but can serve as a paper and pencil substitute for some students. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Considerations and Instructions

Checking the Cranmer Abacus. The test administrator may need to remind the student to bring the abacus to the testing session. The administrator is to check to ensure that the abacus is in proper working order.

Student Operates the Cranmer Abacus. Only the student is permitted to operate the abacus.

Role of the IEP Team or Section 504 Committee and Recording Student Responses. Upon completion of a task on the abacus, the student is responsible for reading and recording the answer by use of any method for which the IEP or Section 504 team deems the student eligible. If a scribe is used, that person must not read the abacus and must only write/print what the student dictates.

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the Cranmer Abacus accommodation is appropriate for the student:

1. Does the student use the Cranmer Abacus during regular classroom instruction and similar classroom assessments?
2. How will the student record responses to the test (e.g., mark in the test book, use a Braille writer, dictate to a scribe, or record use a keyboarding device)?

Collection, Storage, and Processing of Test Materials

Unless this accommodation has been used in conjunction with another accommodation that requires special handling, the test administrator must follow the regular procedures for processing test materials.

Dictation to a Scribe

The Dictation to a Scribe accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the Dictation to a Scribe accommodation.

NOTE: When the use of an accommodation does the task or provides the answer for a student, the use of the accommodation invalidates the results of the test. For example, use of a scribe during the administration of the State writing assessment would result in an invalid conventions score. For the test of computer skills, the scribe is not to press keys on the keyboard during the desktop publishing (i.e., keyboarding and word processing/editing) part of the performance test. The scribe may record any written responses for the performance test for database and spreadsheet questions.

Description

This accommodation allows a student to dictate his/her responses to test questions to a scribe who records the responses. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

NOTE: If the student can efficiently use a keyboard, the IEP Team or Section 504 Committee may wish to consider the use of the Keyboarding Device accommodation instead of the Dictation to a Scribe accommodation. According to a report by the National Center on Educational Outcomes:

“If students are unable to handwrite, but can efficiently type on a computer, a computer response accommodation should be considered prior to a dictated response accommodation.”⁸

Considerations and Instructions

Role of the IEP Team or Section 504 Committee. Consistent with the student’s need due to the nature of the disability, the scribe may record the student responses directly on a clean sheet of paper, on the answer sheet, or in the test book. Dictation may also be recorded using a keyboarding device (e.g., typewriter or word processor). The IEP or Section 504 team makes the final decision after reviewing these options for each State test. The decision regarding the method of recording the student responses must be documented in the IEP or Section 504 Plan.

Identifying the Scribe. The student should know the identity of the

⁸ Thurlow, M., & Bolt, S. (2001). *Empirical support for accommodations most often allowed in state policy* (Synthesis Report 41). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes, 13. Retrieved December 15, 2002, from the World Wide Web: <http://education.umn.edu/NCEO/OnlinePubs/Synthesis41.html>

scribe, who should have prior experience working with the student.

Student Proofreads Responses. Each student must be notified prior to the test administration that he or she must proofread the response(s). *The test administrator cannot provide the student with any directions or clues for how to proofread the dictated responses.*

Student Signs to the Scribe During the Administration of the Writing Assessment or Computer Skills Performance Test. In the event that a student signs/cues the response to the scribe during the administration of the writing assessment or computer skills performance test, the scribe must record the student response exactly as signed/cued. For example, if a student signs “Me search field,” the scribe must record the exact words.

Procedures During Actual Test Administration. The test administrator must 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 (e.g., asking if students have No. 2 pencils).

The test administrator must only write/print what the student dictates.

If the Dictation to a Scribe accommodation is used in conjunction with the Test Administrator Reads Test Aloud accommodation, the test administrator may read the student’s dictated response aloud to the student during proofing. If the Test Administrator Reads Test Aloud accommodation is not to be provided, the test administrator must not read the student’s dictated response aloud to the student during proofing. Instead, the student must read his or her dictated response when proofing.

Multiple-Choice Tests. For use of this accommodation during the administration of a State multiple-choice test, the student may indicate responses in different ways. Examples of how a student may indicate answer choices include, but are not limited to: (a) dictating the letter of the answer choice to the scribe, (b) reading aloud the entire answer choice, or (c) pointing to the correct answer choice.

Writing Assessment. The use of the Dictation to a Scribe accommodation during the administration of a State writing assessment would invalidate the conventions score.

If this accommodation is used for the writing assessment at grades 4, 7, and 10, the test administrator must code the designated *Special Codes* section of the student test document to ensure that the student does not receive writing conventions scores. If the coding is not completed, the

student will receive a conventions score. Directions are located in the test administrator's manuals.

Each writing assessment test document provides each student with the same number of printed lines for the student response. It is imperative that all student responses, including those that use the Dictation to a Scribe accommodation, "fit" on those printed lines. Student responses on added horizontal lines, in a double-stack format, in the margins, or on separate sheets of paper cannot be scored. This policy ensures equitable opportunities for all students participating in the test administration.

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the Dictation to a Scribe accommodation is appropriate for the student:

1. Does the student use the Dictation to a Scribe accommodation during regular classroom instruction and similar classroom assessments?
2. If the student can efficiently use a keyboard, should the student use the Keyboarding Device accommodation instead of the Dictation to a Scribe accommodation?
3. Will the scribe have prior experience working with the student?
4. Will the student be notified prior to the test administration date that the student is to proofread the dictated response?
5. How will the scribe record student responses (e.g., use a clean sheet of paper, code the answer sheet, write in the test book, or use a keyboarding device and transfer student responses at a later time)?
6. For multiple-choice tests, will the student dictate to the scribe by:
(a) saying the letter of the answer choice, (b) reading aloud the entire answer choice, or (c) pointing to the correct answer choice?
7. For the writing assessment, has there been discussion that conventions scores will not be reported because they are non-valid and, therefore, will not count towards the student's final writing assessment score?

**Collection, Storage,
and Processing of
Test Materials**

Transcribing Student Responses. If the student response(s) must be transcribed, someone other than the original transcriber must check the transcription in order to ensure accuracy. Both the transcriber and the transcription verifier must sign the outside front cover of the test book. **Only responses on regular writing test documents, computer skills performance test books, or multiple-choice answer sheets will be scored. If the responses are not transcribed, the test results will be returned as the lowest possible score.**

The LEA must follow the procedures in the test administrator’s manual regarding the storage or return of materials when using the Dictation to a Scribe accommodation (i.e., student responses recorded on a separate sheet of paper by the scribe instead of being recorded directly on a multiple-choice answer sheet). The procedures may vary based on the test administered to the students.

Keyboarding Devices

The Keyboarding Devices accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the Keyboarding Devices accommodation.

Description

This accommodation allows a student to use a keyboarding device during the administration of the test. The student may use a typewriter, word processor, or electronic Braille note taker during the test administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

The principal or his/her designee, usually the school test coordinator, must make special provisions prior to the scheduled test administration to provide the student with access to the necessary equipment.

Considerations and Instructions

Electronic Braille Note takers. An electronic Braille note taker (e.g., Braille ‘n Speak, Braille Note) performs the functions of a word processor, note taker, and calculator. All input is through a Braille keyboard and output is either through synthesized speech or a Braille display. Usually there is not a monitor associated with these note takers. They can be connected with printers or Braille embossers to produce written output. The calculator of these note takers may be used during the administration of State tests that allow calculator use; however, if it is used during the administration of a State test that does not allow the use of calculators (i.e., calculator inactive part of the grade 3 pretest, end-of-grade tests, and competency tests), the test results are invalid. The calculator on these devices often can be disabled, so the test administrator must ensure that the student uses it as determined by the IEP Team or Section 504 Committee. The Assistive Technology Devices section includes more specific information about calculators and other utilities (e.g., spell check, grammar check, etc.)

Equipment Check. The test administrator is to check the equipment (e.g., computer) prior to the test administration to ensure that it is in working order. If the student is using a computer, the student should be reminded to save periodically. However, at the end of the test administration, the saved file must be deleted.

Test Administrator Codes Background Information/Survey for Student. The test administrator must review the information regarding regular test administration procedures. When administering the test, the directions for filling in the bubbles for the student’s name and other

background information must not be read aloud. The test administrator must complete the background information in advance of testing. The test administrator may read any student survey question aloud to the student and fill in the bubbles as directed by the student to indicate responses. General directions not applicable to this accommodation should not be read to students (e.g., asking the students if they need No. 2 pencils).

Computer Skills Performance Test. Due to the nature of the test, the spell check and grammar check utilities may *only* be used during the performance computer skills test if they are part of the operating environment in order to receive valid test results.

Writing Assessment at Grades 4, 7, and 10. Prior to beginning the actual test administration, the spell check, grammar check, and online thesaurus must be disabled on the keyboarding device (e.g., word processor or electronic Braille note taker) in order for the conventions results for the writing assessment to be valid. Any electronic files containing student responses must be purged from the computer after student responses have been transcribed to a regular test document and checked for accuracy by someone other than the original transcriber.

The State writing assessment provides each student at a grade with the same number of printed lines for the student response. It is imperative that all student responses, including those that use the Keyboarding Devices accommodation, “fit” on those printed lines. Student responses on added horizontal lines, in a double-stack format, in the margins, or on separate sheets of paper cannot be scored. This policy ensures equitable opportunities for all students participating in the test administration. It would be helpful for students using this accommodation during the writing assessment to have opportunities to respond to practice prompts and have the response transcribed to an answer document similar to that of the actual assessment. This would allow the student to gauge how long a document can be produced using the keyboarding device and still fit in the space provided by the answer document. Because of differences in handwriting, the same transcriber should be used for both the practice and actual writing assessment.

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the Keyboarding Devices accommodation is appropriate for the student:

1. Does the student use a keyboarding device during regular classroom instruction and similar classroom assessments?
2. For the State mathematics tests that do not allow the use of a calculator (i.e., calculator inactive part of the grade 3 pretest, end-

of-grade tests, and competency tests), has there been discussion that use of the electronic Braille note taker calculator during the test administration will provide invalid test results?

3. For the State computer skills performance test, has there been discussion that the spell check and grammar check utilities may *only* be used if they are part of the operating environment in order to receive valid test results?
4. For the State writing assessment, the spell check, grammar check, and online thesaurus must be disabled on the keyboarding device (e.g., word processor or electronic Braille note taker) in order for the student to receive a valid conventions score. If applicable, has the team or committee addressed this?

Collection, Storage, and Processing of Test Materials

Record Student Name on Original Responses. The student's full name and a second identifier (e.g., student ID number or student date of birth) must be legible on the front of the original dictated responses (typed, printed, or brailled). The recorded information must uniquely identify the student.

Transcribing Student Responses. Students' responses must be transcribed to the appropriate regular writing test document, computer skills performance test book, or multiple-choice answer sheet for scoring purposes. The transcription must be double-checked by another designated school official to ensure that no errors occurred. Both the transcriber and the transcription verifier must sign the outside front cover of the test book. **Only responses on the regular writing test documents, computer skills performance test books, and multiple-choice answer sheets will be scored. The test administrator must not attach or tape the student's original response onto the writing test document or computer skills performance test books because these will not be scored. If the responses are not transcribed, the test document/booklet/answer sheet will be returned as the lowest possible score.**

Storage or Return of Secure Test Materials. The LEA must follow the procedures in the test administrator's manual regarding the storage or return of original student responses (i.e., typed, printed, or brailled) when the Keyboarding Devices accommodation is used. The procedures may vary based on the test administered to the students.

Magnification Devices

The Magnification Devices accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the Magnification Devices accommodation.

Description

This accommodation allows a student to use a magnification device during the test administration. A magnification device is a tool that dynamically magnifies text and images (e.g., magnifier, monocular, closed-circuit television, etc.). As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan and (2) the accommodation must be routinely used during instruction and similar classroom assessments. Any magnification device normally used during instruction may be used with any State-mandated test.

Considerations and Instructions

The test administrator may need to remind the student to bring the magnification device to the testing session.

NOTE: The IEP Team or Section 504 Committee may wish to consider the use of the Scheduled Extended Time or Multiple Testing Sessions accommodation if the Magnification Devices accommodation is to be used. According to a publication by the Council for Exceptional Children:

“**Caution:** Students who use magnification devices may tire more easily than other students. If this is the case for a particular student, it may be necessary to extend the time period or provide additional breaks.”⁹

When the student begins to record responses, the test administrator must check to ensure that the student is recording in the appropriate section of the answer sheet.

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the Magnification Devices accommodation is appropriate for the student:

1. Does the student use the particular magnification device during regular classroom instruction and similar classroom assessments?
2. Should the student also receive the Scheduled Extended Time or Multiple Testing Sessions accommodation?

⁹ Council for Exceptional Children. (2000). *Making assessment accommodations: A toolkit for educators*. Reston, VA: Council for Exceptional Children, 49.

**Collection, Storage,
and Processing of
Test Materials**

The test administrator must follow the regular procedures for processing the test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Special Test Environments

The following accommodations are included as Special Test Environments:

- Hospital/Home Testing
- Multiple Testing Sessions
- Scheduled Extended Time
- Testing in a Separate Room

Hospital/Home Testing

The Hospital/Home Testing accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the Hospital/Home Testing accommodation.

Description

This accommodation allows a student receiving hospitalized or homebound services to take a test in a special environment away from the school's facility in order to meet the needs of the student.

Considerations and Instructions

Scheduling. Testing may be deferred until a makeup day, although time constraints for makeup testing are considerable for tests such as the North Carolina Writing Assessment at grades 4, 7, and 10.

Training Local Staff. The student's hospital/homebound teacher must be included in the test administrator's training and must review the manual before the test administration begins. The LEA coordinator is to be contacted if there are any questions. Trained proctors are to be provided for each test administration.

Discussing Accommodation(s) with Student Prior to Testing. The hospital/homebound teacher must discuss the accommodation(s) to be used with the student beforehand.

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

Collection, Storage, and Processing of Test Materials

The test administrator must follow the regular procedures for processing the test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Multiple Testing Sessions

The Multiple Testing Sessions accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the Multiple Testing Sessions accommodation.

NOTE: Multiple testing sessions should begin on the same day as the general test administration but may continue beyond the school’s schedule for the regular test administration if the IEP or Section 504 Plan designates the sessions stretching across multiple days.

Description

This accommodation allows the test to be administered during several mini-sessions as determined by the needs of the student. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

NOTE: According to a publication by the Council for Exceptional Children:

“**Caution:** A student who must take a test over several days may experience a decline in motivation. Student absenteeism also may become a factor if several days of testing are scheduled.”¹⁰

Scheduling. Every effort must be made to complete the test administration as close to the school’s test schedule as possible in order to maintain test security.

Multiple testing sessions should begin on the same day as the general test administration, but may continue beyond the school’s schedule for the regular test administration if the IEP or Section 504 Plan designates the sessions stretching across multiple days

Writing Assessments and Computer Skills Performance Tests. For the writing assessments and computer skills performance tests, scheduling multiple testing sessions should take into consideration the testing schedule to ensure time for processing, shipping, and scoring.

End-of-Grade Tests. When scheduling Multiple Testing Sessions for the end-of-grade tests, the school and/or LEA should consider scheduling the mathematics test first, followed by the reading comprehension test. This is because most students who use the

¹⁰ Council for Exceptional Children. (2000). *Making assessment accommodations: A toolkit for educators*. Reston, VA: Council for Exceptional Children, 35.

Multiple Testing Sessions accommodation use it on the reading comprehension test and not the mathematics test. A schedule such as this allows all students to take the mathematics test at the same time on the first two days of testing and those that have Multiple Testing Sessions for reading comprehension may require additional days to finish their tests.

Considerations and Instructions

Specific Procedures During the Test Administration and the Role of IEP Team/Section 504 Committee. The test administrator must contact the student's exceptional children teacher or guidance counselor for a review of the documentation in order to obtain information regarding specific scheduling procedures for a multiple testing session schedule. There are several ways in which this accommodation may be provided. The IEP Team or Section 504 Committee determines how this accommodation is to be provided and documents the specifics in the IEP or Section 504 Plan prior to the test administration. The decision is to be based on the individual needs of the student. For example, it may be appropriate:

1. For the student to begin the test on the scheduled date and complete the test on the make-up day.
2. To test the student for a specified time period (e.g., fifteen minutes), then the student takes a break (e.g., eight minutes), and then tests again for a specified time period, etc.
3. For the student to use the Testing in a Separate Room accommodation so as not to disturb other students.
4. That when the student finishes with the first set of test items, the test administrator can provide another set of test items for the student to complete. The test administrator must organize the test book to the original order prior to returning the testing materials.

When reading the instructions from the regular test administration, the test administrator shall omit any information regarding time limits. Otherwise, the standard instructions located in the manual should be followed.

If the student requires additional time beyond that designated in the Test Administrator's Manual, the IEP Team/Section 504 Committee should consider the use of the Scheduled Extended Time accommodation. If the student does not also receive the Scheduled Extended Time accommodation, the student is expected to complete the test within the test administration time designated in the Test Administrator's Manual. This total test administration time is divided into "mini-sessions" based on the decision and documentation of the

IEP Team/Section 504 Committee.

The test administrator must tell the student before ending each mini-session that the student must review what has been recorded and may not change any part of the responses in the following mini-sessions. Paper clips may be used to secure those pages already completed or planned for future session. Reading selections/passages that are to be used during the next mini-session must not be clipped. **NOTE:** For the writing assessment, students are permitted to continue to use their rough drafts so that students may copy the final composition in the regular test document.

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the Multiple Testing Sessions accommodation is appropriate for the student.

1. Does the student typically require extra time over several days to complete classroom assignments and similar classroom assessments?
2. Does the student need additional time to complete the test (i.e., Scheduled Extended Time) in addition to more frequent breaks or the test given over multiple days? If so, the IEP Team or Section 504 Committee should discuss whether Scheduled Extended Time should also be documented as an appropriate accommodation.
3. Can the student finish the test within the given time constraints but with more frequent breaks or over multiple days? If so, Scheduled Extended Time should *not* be documented as an appropriate accommodation.
4. Does the student use the Multiple Testing Sessions accommodation during regular classroom instruction and similar classroom assessments?
5. Is the student using another accommodation during the administration of the State test that may require the use of the Multiple Testing Sessions accommodation?
6. Should the student receive the Testing in a Separate Room accommodation?
7. Has there been discussion as to how the Multiple Testing Sessions accommodation will be provided to the student during the administration of the State test?

**Collection, Storage,
and Processing of
Test Materials**

The test administration must follow the regular procedures for processing the test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Scheduled Extended Time

The Scheduled Extended Time accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the Scheduled Extended Time accommodation.

North Carolina Competency Tests. All students are to receive as much time as they need to complete the competency tests as part of the regular administration procedures.

NOTE: Students who use the Scheduled Extended Time accommodation do not have to be administered the test at the same time as the regular scheduled test administration; however, students may not begin the test administration sooner than the school’s schedule for the regular test administration.

Description

This accommodation allows the tests to be administered on a scheduled extended period of time. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

NOTE: According to a publication by the Council for Exceptional Children:

“**Caution:** When a student has too much time to finish an assessment, he or she may engage in nonproductive guessing or change answers when they should not be changed.”¹¹

Considerations and Instructions

Role of the IEP Team or Section 504 Committee and Scheduling. It is appropriate to use scheduled extended time if the IEP Team or Section 504 Committee determines that due to the nature of the disability a student will need additional time to complete the test beyond the time period recommended in the manual. The IEP Team or Section 504 Committee determines how this accommodation is to be provided and documents the specifics in the current IEP or Section 504 Plan prior to the test administration. Students must be allowed as much time as they need to complete the test on the scheduled test day. An estimate of the maximum amount of extended time should be documented, to the extent possible, in the student’s current IEP or Section 504 Plan. The IEP Team or Section 504 Committee must review the local policy and document the final decision. For example, the documented statement may read, “The student will be provided with twice the regular test administration time on the designated test date.” Students receiving Scheduled Extended Time without the

¹¹ Council for Exceptional Children. (2000). *Making assessment accommodations: A toolkit for educators*. Reston, VA: Council for Exceptional Children, 34.

additional accommodation of Multiple Testing Sessions should have the ability to complete the test in one day and are limited to one school day.

Any extension of time shall occur at the end of, or immediately following, the planned testing session during the scheduled test day. Special arrangements may be needed to accommodate extensions to the usual testing schedule.

If the student is still testing at his/her regularly scheduled lunchtime, arrangements must be made to ensure the student has the opportunity to eat lunch. The student should not be able to communicate with peers during this time. If the student is still testing shortly before dismissal time, the test administration must end with enough time for the student to be dismissed in his/her regular manner.

Procedures During Actual Test Administration. When reading the instructions from the regular test administration manual, the test administrator shall omit information regarding time limits.

Students must *not* re-visit completed parts of a test when they return for the next session of scheduled extended time. The test administrator must tell the student before ending each scheduled extended time session that the student must review what has been recorded and may not change any part of the responses in the following scheduled extended time sessions. Paper clips may be used to secure those pages already completed or planned for future testing sessions. Reading selections/passages that are to be used during the next scheduled extended time session must not be clipped.

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the Scheduled Extended Time accommodation is appropriate for the student.

1. Does the student typically require extra time to complete classroom assignments and similar classroom assessments?
2. Does the student use the Scheduled Extended Time accommodation during regular classroom instruction and similar classroom assessments?
3. Is the student using another accommodation during the administration of the State test that may require the use of the Scheduled Extended Time accommodation?
4. Can the student complete the State test with extended time on one

day or over a period of several days? If the decision is over a period of several days, the Multiple Testing Sessions accommodation should be discussed.

5. Should the student use the Testing in a Separate Room accommodation?
6. Has there been discussion as to how the Scheduled Extended Time accommodation will be provided to the student during the administration of the State test?

**Collection, Storage,
and Processing of
Test Materials**

The test administrator must follow the regular procedures for processing the test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Testing in a Separate Room *(One-on-One or Small Group Test Administration)*

The Testing in a Separate Room accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the Testing in a Separate Room accommodation.

Description

This accommodation allows a student to take a test in a separate room in a one-on-one or small group administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Considerations and Instructions

Role of the IEP Team or Section 504 Committee and Providing One-on-One or Small Group Test Administration. The IEP Team or Section 504 Committee must document in the current IEP or Section 504 Plan if this accommodation is to be provided in a one-on-one setting or small group setting. Specifics regarding the procedure must be documented prior to the test administration. If the team/committee specifies that the test administration is to be one on one, the student must receive this accommodation on a one on one basis as part of the regular classroom instruction and similar classroom assessments. If the team specifies that the test administration is to occur in a small group, the team must review the local policy for the definition of a small group. The maximum number of students for a small group test administration is determined at the local level but must be documented in the student's current IEP or Section 504 Plan. If the team/committee has specific concerns regarding the number of students in a particular small group test administration, it should document these concerns in the IEP or Section 504 Plan.

Other Environmental Concerns. It may be appropriate for the student to use a study carrel, special furniture, or special lighting during the actual test administration.

Scheduling. It is inappropriate to provide certain accommodations to a small group unless all students are receiving the same accommodations. For example, students who are to have the test read aloud must not be tested in the same room as students who should not have the test read aloud.

The principal or his designee, usually the school test coordinator, shall assist in locating a separate room for the test administration.

Procedures in Test Administrator's Manual. The test must be

administered as stated in the regular test administration manual unless other accommodations that require modified procedures are used.

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the Testing in a Separate Room accommodation is appropriate for the student.

1. Does the student typically require a separate room to complete classroom assignments and similar classroom assessments?
2. Is the student using another accommodation during the administration of the State test that may require the use of the Testing in a Separate Room accommodation?
3. Will the student receive this accommodation during the State test administration on an individual basis or in a small group? Has the maximum number for the small group been specified?
4. Does the student require a study carrel, special furniture, or special lighting?

**Collection, Storage,
and Processing of
Test Materials**

The test administrator must follow the regular procedures for processing the test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.
