North Carolina
Final Exams
Test Administrators’ Guide
2018–19
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General Information

North Carolina Final Exams Test Administrators’ Guide

*The North Carolina Final Exams Test Administrators’ Guide* contains the administrative procedures that apply to both the online and the paper/pencil North Carolina Final Exams (NCFE) administrations. Any information that is specific to either the online or the paper/pencil format is clearly labeled for test administrators.

Purposes of the North Carolina Final Exams

The NCFEs serve several purposes. In 2011, the State Board of Education (SBE) voted to require an annual evaluation for every teacher in North Carolina. According to State Board policy EVAL-004, “the intended purpose of the North Carolina Teacher Evaluation Process is to assess the teacher’s performance in relation to the North Carolina Professional Teaching Standards and to design a plan for professional growth. The principal or a designee (hereinafter “principal”) will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).”

The NCFEs are considered standardized artifacts reflective of student growth for teachers and school growth for participants in the teacher evaluation process. Additionally, SBE policy TEST-016 requires public schools to use the course-specific operational assessments as the only final exams for specific courses and to use the results from all course-specific operational assessments as a minimum of twenty percent (20%) of the student's final grade for each respective course.

North Carolina Final Exam Results Used as 20% of Final Grade

State Board policy TEST-016 states that “public schools shall use results from all course-specific operational assessments as a minimum of twenty percent (20%) of the student's final grade for each respective course.” This requirement does not apply to

- “end-of-year assessments in grades 3–8;
  - Public schools may adopt policies to use results from end-of-year assessments in grades 3–8 elementary and middle school assessments as part of the student’s final grade
- students following the Occupational Course of Study (OCS) Pathway;
- English Learner (EL) students in their first year in a U.S. school;
- effective with the 2018–19 school year and beyond, this requirement does not apply to students enrolled in a course during the initial implementation year of the new assessment for that course where scores are not immediately available due to standard setting; and
- since the North Carolina Virtual Public School (NCVPS) is a supplement to public schools, determination of an NCVPS final course grade is the district’s decision. The district determines according to local policy how much the final exam will count (i.e., minimum of 20% or higher) in the student’s final grade for the course.”
Eligible Students

Per State Board policy TEST-016, all eligible public school students shall participate in the administration of the NCFEs (standard administrations with or without accommodations).

Note: The administration of NCFEs is optional for charter schools. An exception to this policy is for charter school students enrolled in courses through the NCVPS. These students must participate in the corresponding NCFEs.

Eligible Students:

- Regardless of the grade level in which the course is offered, a student enrolled in a course that requires an NCFE shall take the appropriate assessment at the completion of the course. (The scores are considered standardized artifacts reflective of student growth for teachers and school growth for participants in the teacher evaluation process.) This requirement does not apply to
  - students for science NCFEs at grades 4, 6, and 7 whose teachers have their test scores for the same year from the end-of-grade (EOG) tests of English language arts (ELA)/reading and/or mathematics and/or the social studies NCFEs, or
  - students for social studies NCFEs at grades 4, 5, 6, 7, and 8 whose teachers have their test scores for the same year from the EOG tests of ELA/reading, mathematics, and/or science, and/or science NCFEs.

Note: School systems may elect to administer the science and/or social studies NCFEs even if teachers have ELA/reading, mathematics, science, or social studies test scores. However, the decision must be applied consistently to all schools within a district. When a school system opts to administer these NCFEs, the scores are considered standardized artifacts reflective of student growth for teachers and school growth for participants in the teacher evaluation process.

- Students (including seniors) who are exempt from final exams by local board of education policy shall not be exempt from these assessments.

- Students who are identified as failing a course/grade/subject for which an NCFE is required shall take the appropriate assessment.

- Students repeating a course must take the NCFE.

- Students with disabilities must participate in the NCFEs with or without accommodations.

- Students identified as ELs must participate in the NCFEs with or without accommodations.

- Transfer students must take the NCFEs. The North Carolina Department of Public Instruction (NCDPI) will determine membership, not the local school system.
Students enrolled in OCS courses that are taught jointly between the local education agency (LEA) and the NCVPS must take the corresponding NCFEs (TEST-016)

All students, including charter school students enrolled in NCVPS courses that administer an NCFE, must take the corresponding NCFE (TEST-016).

**Ineligible Students:**

*Note:* The 95 percent-tested rule does not apply to the NCFEs.

- All students in Advanced Placement (AP) and International Baccalaureate (IB) courses are ineligible to participate in the administration of the NCFEs.
- Students with disabilities who are currently instructed on the Extended Content Standards and, according to their Individualized Education Program (IEPs), participate in the NCEXTEND1 alternate assessments are not eligible to participate in the NCFEs.
- Students taking a course for credit recovery are not eligible to participate in the NCFEs.
- Students enrolled in online courses taught by persons not employed by the school district (e.g., students enrolled in an early college course taught by a college professor, students enrolled in an independent virtual school that is not associated with NCVPS) are not eligible to participate in the NCFEs.
- In rare cases, students may be medically fragile because of a significant medical emergency and/or condition and are unable to participate in a specific test administration. These students may be granted a medical exception for the NCFEs.
  - It is a local decision as to how requests for medical exceptions are to be processed for the NCFEs. Medical exceptions for final exams are NOT to be sent to the NCDPI. However, if a student has been granted a medical exception by the NCDPI for the current school year’s testing window(s), it may be extended to include the NCFEs at the discretion of the LEA.
- Students attending the School of Math and Science are not eligible to participate in the NCFEs.

**Testing Window**

Test administrators must administer the secure NCFEs during the last five (5) days (4x4/semester courses) or the last ten (10) days (traditional yearlong schedule) of the instructional period. For school systems that were required to adjust their school schedules because of adverse weather conditions or other emergencies, the testing schedule should be adjusted to fall within the final five (5) days (4x4/semester) or last ten (10) days (yearlong) of the adjusted school year.

Per G.S. §115C-174.12(a)(4), exceptions may be permitted to allow testing of a student outside the designated testing window, including makeup dates. All requests must be submitted to the Regional Accountability Coordinator (RAC) for approval by the Division of Accountability Services/North Carolina Testing Program.
**Makeup Testing**

Any student absent (i.e., not present) from the test administration during the five- or ten-day testing window, including scheduled makeup days, must be allowed to make up the test. Testing for makeups is permissible after the window closes; it is also permissible to do makeup testing on noninstructional days. Makeup sessions scheduled after the testing window closes should occur within ten (10) working days from the date of the original test administration for each test. The count for makeup days for each test begins with the first working day after the administration date of each test. The LEA test coordinator will specify how makeup tests are to be handled at the school and will schedule dates and times for completing makeup tests in each school.

**Retesting**

No retests are permitted for the NCFEs unless a misadministration is declared.

**Misadministrations**

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

The LEA test coordinator will specify how misadministrations are to be handled at the school and will schedule dates and times for readministering the tests in each school. All misadministrations must be documented and reported using the appropriate procedures outlined in the Online Testing Irregularity Submission System (OTISS).

**Administration Time and Testing Schedule**

The administration time for all NCFEs (elementary, middle, and high schools) is 120 minutes. No administration of the NCFEs may exceed 120 minutes except for students with documented special needs requiring accommodations, such as Scheduled Extended Time. The administration time does not include time for general instructions and breaks. The NCFEs must be administered in one school day (i.e., not over two or more days) except for students with documented special needs requiring accommodations, such as Multiple Testing Sessions. Refer to the following chart for the test administration times.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration Time</td>
<td>120 minutes</td>
</tr>
<tr>
<td>2 Two-Minute Breaks</td>
<td>4 minutes</td>
</tr>
<tr>
<td>General Instructions</td>
<td>12 minutes</td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td><strong>136 minutes</strong></td>
</tr>
</tbody>
</table>

*Note:* Students are provided the first break after 40 minutes of testing; the second break is provided after another 40 minutes of testing. During the breaks, students must not be allowed to talk or leave the room except in an emergency (i.e., illness, necessary restroom break).
Testing Formats and Availability
For the 2018–19 school year, all NCFEs are available in both paper/pencil and online formats. Online administrations of Physics, Discrete Math, Math 2, Grade 4 Social Studies and Grade 5 Social Studies assessments are required through NCTest. If LEAs do not have the technology capability to support administering the required online assessments to students, a letter indicating the reason(s) for the hardship and a plan for increasing technology capability must be submitted for approval to the Director of Accountability Services. An approved letter must be on file with the NCDPI before paper/pencil tests can be ordered through the NC Education materials ordering page. These orders will be reviewed and verified by the NCDPI before processing/shipping. A letter need not be submitted to the Director for approval for students with disabilities who require a paper/pencil mode for accessibility.

NCFEs are not available for summer school administrations. The only exception to this policy is for students participating in Credit by Demonstrated Mastery (CDM); NCFEs are available for online administrations to CDM summer students.

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

Information about Test Items
All NCFEs contain a small portion of experimental (field test) items, which do not count toward or against a student’s score. These items are indistinguishable from operational items and should not interfere with the students’ test-taking experience.

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

Any written material containing personally identifiable information from the student’s educational records (i.e., identifiable scores of individual students on tests) shall not be disseminated or otherwise made available to the public by any member of the SBE, any employee of the SBE, the State Superintendent of Public Instruction, any employee of the NCDPI, any member of a local board of education, any employee of a local board of education, or any other person, except as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. §1232g.
### Test Materials

#### North Carolina Final Exams Test Materials

The following chart lists the materials required for the online and paper/pencil NCFEs. NCFE materials must be ordered from the Testing News Network (TNN) ordering page. Orders will not be prepopulated.

<table>
<thead>
<tr>
<th>NC Final Exam (Cover Title)</th>
<th>Window</th>
<th>Test Guides, Test Books and Answer Documents</th>
<th>Supplementary Material</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Answer Sheets (paper/pencil only)</td>
<td>Test Books (paper/pencil only)</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Multiple-Choice</td>
</tr>
<tr>
<td>English I</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>English III</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>English IV</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 4 Soc. Studies¹</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Grade 5 Soc. Studies¹</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Grade 6 Soc. Studies</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Grade 7 Soc. Studies</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Grade 8 Soc. Studies</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>American History: The Founding Principles, Civics, and Economics</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>World History</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>American History I</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>American History II</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Grade 4 Science¹</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Grade 6 Science</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Grade 7 Science</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Earth/Env. Science</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>NC Math 2</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Adv. Funct. and Modeling</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Discrete Mathematics</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Precalculus</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

¹This exam is only administered in the spring.

In addition to the materials listed in the chart, test administrators will need the following:

**Online Testing**

- Computers or tablets meeting all technical requirements (for technical requirements for NC Test visit [http://center.ncsu.edu/net/](http://center.ncsu.edu/net/))
Extra, sharpened No. 2 pencils with erasers
An accurate timing device that does not make noise (e.g., loud ticking) or sound an alarm

Paper/Pencil Testing
Extra, sharpened No. 2 pencils with erasers
Jumbo paper clips
Sufficient vinyl bags for repacking materials to be scored
An accurate timing device that does not make noise (e.g., loud ticking) or sound an alarm

Answer Sheets
There are two different answer sheets available for the administration of the paper/pencil NCFEs.

Multiple-Choice Answer Sheet
The multiple-choice answer sheet is designated for all NCFEs except for English III. The total number of multiple-choice items varies for the final exams. Students should fill in bubbles for only the question numbers that appear in the assessment and should leave the remaining unused bubbles blank.

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

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

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

For English III Answer Sheets Only:
The English III answer sheets include a Quick Response (QR) code (sample adjacent). Handwritten student information in the precoded area and marks in the QR code are not permitted.

Example Constructed Response Sheets

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

Calculator Requirements

All students must have access to calculators that meet the minimum requirements during the administration of NCFEs requiring calculator use. The minimum calculator requirements for those NCFEs requiring calculator use are as follows:

A graphing calculator is the minimum requirement for
- NC Math 2
- Advanced Functions and Modeling
- Discrete Mathematics
- Precalculus

A scientific calculator is the minimum requirement for
- Physical Science
- Physics
- Chemistry

Note: An online calculator is available for students to use on all online mathematics and science NCFEs that require calculator use. The online calculator meets the minimum calculator requirements for the specific assessment. Students have the option to use the online calculator, the hand-held calculator, or both on test day.

For additional information on calculator use, see Appendices D–D6.
Accommodations and Accessibility Supports

North Carolina Accessibility Framework

When determining which accommodations are needed during instruction, classroom assessments, and state testing, it is important IEP teams, Section 504 committees, and EL teams/committees recognize the array of accessibility supports available within the North Carolina Accessibility Framework. The Accessibility Framework includes Universal Design Features (incorporated in the testing experience), Designated Features (available for all students regardless of IEP, 504, or EL status), and Accommodations (available only to students with a documented need in an IEP, Section 504 Plan, or EL Plan). These three tiers of accessibility supports provide increased access for all students.

Note: In order to be used during an assessment, students must have experience using the designated features regularly in classroom instruction and with similar classroom assessments. Designated features must not be introduced for the first time during state assessments. See Appendix B, North Carolina Accessibility Framework, for additional information on the accessibility supports.

Testing Accommodations for North Carolina Final Exams

On a case by case basis where appropriate documentation exists, students with disabilities, (including students receiving services under Section 504 only) and students identified as ELs may receive testing accommodations for the NCFEs (see Appendices B1 and B2). Documentation must exist in the students’ current IEPs, Section 504 Plans, or EL Plans to substantiate the provision of these accommodations. The documented accommodations must be used routinely during classroom instruction and similar classroom assessments that measure the same construct.

Requests for special testing accommodations, other than those specified in this publication, must be submitted via a Special Accommodation Request Form. For additional information regarding appropriate testing procedures and accommodations, test administrators who provide accommodations for students with disabilities must refer to the most recent publication of Testing Students with Disabilities and any published supplements or updates. These publications are available through the local school system or at http://www.ncpublicschools.org/accountability/policies/tswd/.

For additional information regarding appropriate testing procedures and accommodations, test administrators who provide accommodations for students identified as ELs must refer to the most recent publication of Guidelines for Testing Students Identified as English Learners and any published supplements or updates. These publications are available through the local school system or at http://www.ncpublicschools.org/accountability/policies/slep/.

Students with Transitory Impairments and Section 504

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

**Review of Accommodations Used During Testing Form**

On days before the test administration, Column 1 of the *Review of Accommodations Used During Testing* form (see Appendix C) must be used to record the required testing accommodations documented on students’ IEPs, Section 504 Plans, EL Plan, or transitory impairment documentation. One form is to be completed per assessment per student.

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

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

Completed forms must be returned to the school test coordinator to be kept in the students’ IEP folders and/or Section 504/EL/transitory impairment documentation so they are accessible to IEP/504/EL teams for future reference when considering the students’ needs for accommodations. For a list of testing accommodations for the NCFEs, see Appendices B1 and B2.

**Complete Student Interface Questions (SIQ)**

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

**Student Interface Options:**
- Alternate Background Color
- Large Font

**Accommodations Required by Student:**
- *Multiple Testing Sessions*
- *Test Read Aloud (in English)*
- Other Required Accommodations (i.e., other accommodations besides *Multiple Testing Sessions* and/or *Test Read Aloud (in English)*)

Online assessments are available in regular or large font and in alternate background colors to all students; however, the NCDPI recommends these options be considered only for students who routinely use similar tools (e.g., color acetate overlays, alternate background color, large print text) in the classroom. For students to access large font, an alternate background color, the *Test Read Aloud (in English)* accommodation, and/or the *Multiple Testing Sessions*
accommodation, the options must be entered into the student’s SIQ before test day. Test records for students marked as requiring the Test Read Aloud (in English) accommodation, the Multiple Testing Sessions accommodation, or other required accommodations will not be exported to the LEA test coordinator until the test administrator completes the Accommodations Provided screen for the student. In order to edit a student’s SIQ, the user must be assigned to the school and to the role of “teacher” in NC Education. The school test coordinator can assign teachers with the role of “teacher.”
**Testing Protocol and Procedures**

**Testing Code of Ethics**
The North Carolina *Testing Code of Ethics* (SBE policy TEST-010) applies to the administration of the NCFEs. Before the test administration, test administrators must read and study the *Testing Code of Ethics*. The *Testing Code of Ethics* addresses appropriate professional practices for central office and school administrators, test coordinators, teachers (test administrators), and proctors in the areas of securing tests; administering tests; and scoring, reporting, and interpreting test results. The sanctions for violations are also included in the *Testing Code of Ethics* and are applicable to the administration of the NCFEs. See Appendix I for a copy of the *Testing Code of Ethics*.

**Test Security Procedures**
The principal shall account for all test materials and shall ensure test security within the school building (SBE policy TEST-010). The following test security procedures must be studied and discussed during test administrator training.

**Copying Secure Test Materials**
- Secure tests, including all test materials and test questions, must **not** be reproduced in any manner.
- Secure tests must **not** be copied, filed, or used directly in instructional activities.
- **No person** may copy, reproduce, or paraphrase the test materials in any manner for any reason without the prior written consent of the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Classroom Instruction and/or Study Guides**
- Excerpts from the secure tests must **not** be used at any time during classroom instruction or in resource materials such as study guides.
- Instructional materials that contain sample test questions (whether generated locally or obtained from another school system) **must** be shared with the principal and school system test coordinator **before use**.
- Teachers are **not** permitted to discuss specific items from the tests with students or colleagues before, during, or after the test administration or to ask students which test questions were difficult.

**Displays**
- Displaying information (e.g., bulletin boards, instructional displays, and reference materials printed or attached to student desks) that contains content being measured or test-taking strategies (e.g., “Tips for Taking Tests,” displays, thinking maps, word lists, word walls, definitions, writing formulas, multiplication tables, number lines, mathematical formulas/theorems) in any manner or form in the room during a test administration may result in a misadministration. These displays must be covered or removed.
  - Failure to cover or remove such displays during a test administration is considered a violation of the *Testing Code of Ethics*. 


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Testing Environment

- All rooms designated for testing must be quiet, orderly, comfortable, with adequate seating, lighting, and heating/cooling.
- A “Testing—Do Not Disturb” sign should be ready to post outside the testing room.
- Each student must have enough space in which to work.
- Seating must be arranged to discourage students from sharing responses.
- For online testing, ensure spare computers and power sources are available, if needed.
- Only under the following circumstances are study carrels or privacy shields permitted:
  - A classroom may use study carrels/privacy shields if the students’ assigned seats are multistudent desks (i.e., desks that seat two or more students).
  - A study carrel may be appropriate for a student with the Testing in a Separate Room accommodation in a one-on-one or small-group setting. Use must be documented in the current IEP, Section 504 Plan, or EL documentation.
- Test administrators must contact the school test coordinator before the test administration if they have questions related to the testing environment.

Monitoring Students during the Assessment

- Personal cell phones/electronic devices must not be used during the test administration, including breaks.
- Talking casually with a proctor or other staff, or engaging in any activity in the testing room not directly related to the test administration is not allowed.
- Test administrators are not to read test questions from students’ test books or computer monitors or tablets used for online assessments nor are they to take photographs of or take notes about test items, or otherwise create a record of information.
- Test administrators cannot indicate answers to students. Some examples include but are not limited to
  - telling students to “look at the question again” or offering similar advice;
  - making a facial expression, hand gesture, or utterance (e.g., coughing, clearing throat) to indicate approval or disapproval of the student’s response; and
  - standing beside the desk, reading a question, looking at the student’s response, and then pointing to the correct answer or pointing to the question as if to indicate “read the question again because you have the wrong answer.”
- Test administrators cannot help students by
  - explaining the directions in their own words;
  - explaining the meaning of any word in the directions, test questions, or answer choices;
  - rephrasing test questions;
  - translating a word or phrase into another language; or
  - providing synonyms for unknown words.

Accounting For and Storing Test Materials

- The test administrator must count and record the number of secure test materials and supplemental materials
  - when the materials are first received,
before the distribution of materials to students,
• after the test administration, and
• when the materials are returned to the school test coordinator.
• The test administrator must immediately report any discrepancies in the count to the school test coordinator/principal.
• For online testing, computers/tablets that are open and display the students’ START screens, or test material, or are paused, must not be left unattended by the test administrator at any time.
• For online testing, any information from the online test saved or cached on any network appliance or computer or tablet must be purged or deleted immediately following the completion of the test administration session.
• Immediately following the test administration, the test administrator must return all testing materials to the school test coordinator according to the directions specified in this guide.
• The school test coordinator shall collect, count, and return all test materials to the secure, locked facility.

Access to Secure Tests
• Access to secure tests must be limited to school personnel who have a legitimate need.
• For online testing, NC Education usernames and passwords must remain secure and must not be shared or compromised.
• School personnel must not disclose the contents of secure tests, discuss with each other or with students any of the test items or information contained within the tests, or write about them or post them on the Internet or on social media sites.
• Visitors to the classroom are prohibited during the test administration except when required for state or local monitoring of test administrations or under extreme circumstances (i.e., emergency situations).

Read Aloud or Signing/Cueing Administrations
• Test administrators who provide read aloud or signing/cueing administrations have the added responsibility of maintaining confidentiality because of the access they are granted for these types of accommodations. It is strictly prohibited for test administrators who give these administrations to divulge the contents of the assessment, generally or specifically, to anyone or to copy or record test items.

Test Administrators Qualifications and Responsibilities
Only persons who are employed by the school system, either permanently or contractually, and have professional training in education (preferably a North Carolina educator’s license) and the state testing program (SBE policy TEST-010) are permitted to administer secure state tests.

If a school contracts with a third party for the provision of instructional services (e.g., special education teachers/tutors for blind or hearing-impaired students), the contracted employee can administer secure state tests only if the employee meets the following criteria:
• holds a valid North Carolina educator’s license

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• passes a criminal history check as defined in G.S.§115C-332(a)(1), which is performed at the school
• is trained on test administration in accordance with the North Carolina Testing Program
• signs a test security agreement and understands the sanctions for testing violations. (The signed test security agreement must be kept on file at the school.)

Retired teachers, if employed by the school district as substitute teachers or members of the staff in any capacity, may administer North Carolina tests.

Test administrators shall
• prepare for and attend test administrator training session(s) each testing cycle before administering any secure state assessment, including training sessions on accommodations, if applicable;
• read and sign a Test Security Agreement (provided by the school test coordinator) at the conclusion of every test administration training;
• read this guide thoroughly; and
• review the student directions (script) and be prepared for the variations required by the testing conditions.

Proctors
Effective with the 2018–19 school year and beyond, it is a local decision whether to require proctors to “serve as additional monitors that help test administrators assure that testing occurs fairly” (State Board policy TEST-010). Note: For vendor-made assessments, such as ACT or ACCESS for ELLS, test coordinators must ensure the proctor guidelines from the test publisher are followed.

For LEAs or charter schools that opt to assign proctors for state assessments, the following best practices may be considered.
• The principal should be responsible for selecting proctors who are school staff or responsible adult community volunteers (i.e., age 18 or older and not enrolled as a student in the K–12 public school system).
• The proctor assigned can be either (1) a one-on-one, full-time proctor (i.e., one proctor assisting one test administrator in a single testing room) or (2) a roving proctor (e.g., one proctor assisting up to three test administrators in three testing rooms).
• A proctor should not be assigned to proctor in a room where his or her relative or ward is to be tested. Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the proctor’s guardianship.
• Additionally, a proctor should not be assigned to proctor with a test administrator who is a personal family member or a close acquaintance.
• Students should be informed before the day of the test administration that a proctor will be assisting the test administrator in monitoring their test administration.
• Proctors must attend a proctor training session before the test administration and understand and agree to carry out the duties described.
The training session should thoroughly cover proctors’ responsibilities as outlined in *The Proctor's Guide* (published by the North Carolina Testing Program).

- Proctors should read or review thoroughly the North Carolina *Testing Code of Ethics* and its sanctions.
- Proctors should sign and date a copy of the *Testing Code of Ethics* to be kept on file at the school.

Some key points of the proctor training may include, but are not limited to the following:

- Proctors must not provide information for the test administration to students nor assist students in choosing responses to test questions.
- Proctors do not handle secure test materials before, during, or after the test administration.
- Proctors must not be left alone with secure test materials (e.g., student test books; answer sheets; computers with loaded, active assessments).
- Proctors’ personal cell phones must be turned off, and they, or any other electronic devices, must not be accessed at any time during the test administration, including during the break(s).
- Distracting behaviors must be avoided during testing.

**Prepare Students for Testing**

Before the designated test administration date, teachers may help students improve test-taking skills by

- completing the Online Assessment Tutorial with students on a day or days before the test administration;
- familiarizing students with the test formats using curricular content;
- teaching students test-taking strategies and providing practice sessions; and
- helping students learn ways of preparing to take tests.

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

**Complete the Online Assessment Tutorial**

Online Assessment Tutorials for all North Carolina Final Exams are available through a secure platform (e.g., NCTest Chrome App on Chromebooks, NCTest Secure Browser, or NCTest iPad App). Schools must ensure every student participating in NCFE online assessments has completed the appropriate Online Assessment Tutorial for the associated assessment(s) at least one time per year at the school. Students should not complete the tutorial on the day of the test administration.
The Online Assessment Tutorial is not a test; it allows the user to practice navigating through the testing platform and to respond to sample test items. During the Online Assessment Tutorial, students have the opportunity to ask questions and become familiar with tools, navigation, item tracking/flagging/ response features, interactive items, and other test interface features.

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

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

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

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

Prohibited items include:
- Electronic devices. Other than permitted calculators, students are not allowed to use or have in their possession cell phones or any other electronic recording, listening, scanning, communication, or photographic devices at any time during testing, including breaks. Any student found or observed with a cell phone/electronic device during testing time must be dismissed from testing and a misadministration declared for that student.
- If the test administrator or proctor believes a cell phone/electronic device was used during the test administration to store or exchange information or to make an image of the test, the device must be collected from the student and the school test coordinator contacted immediately.
- If a student must be removed from testing because he/she has a cell phone/electronic device during testing, the test administrator must not leave the testing room unattended. The test administrator must remain in the room, and the school test coordinator must be notified and the student removed.
- Before testing begins, test administrators and proctors must turn off their personal cell phones/electronic devices and ensure these devices are neither used nor visible during testing, including breaks.

- Personal belongings are not prohibited in the testing room. However, students’ personal belongings must be placed under their seats, and students must not be permitted to access them at any time during testing, including breaks.
- Students who complete the test before the scheduled time is over must be provided the opportunity to read novels or other nontextbooks (e.g., magazines) while waiting for other students to finish the test. See the subsection, Procedures for Students Who Complete the Test before the Scheduled Time Is Over, for additional information.

- Testing Aids. Textbooks, reference books, thesauruses, smartwatches, smartpens, music, wearable activity trackers, notes, bookmarks, number lines, multiplication tables, personal learning devices, or any unapproved testing aids are prohibited during the administration of any assessment in the North Carolina Testing Program.

  Note: Students participating in online testing may use computers or electronic devices to respond to the test items if the computers/devices meet all technical requirements listed at http://center.ncsu.edu/net/.

**Monitor Students during the Assessment**

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

Test administrators must remain attentive to their testing responsibilities throughout the entire test administration. Personal cell phones/electronic devices must not be used during the test administration, including breaks. Before testing begins, test administrators must turn off their personal cell phones/electronic devices and ensure these devices are neither used nor visible during testing, including breaks.

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

Test administrators must not read test questions from students’ test books or from students’ devices used for online assessments (except for students with documented special needs requiring accommodations, such as the Test Read Aloud [in English]).

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

Test administrators cannot indicate answers to students. Some examples include but are not limited to
- telling students to “look at the question again” or offering similar advice;
- making a facial expression, hand gesture, voice inflection, or utterance (e.g., coughing, clearing throat) to indicate approval or disapproval of the student’s response; and
- standing beside the desk, reading a question, looking at the student’s response, and then pointing to the correct answer or pointing to the question as if to indicate “read the question again because you have marked the wrong answer.”

Test administrators cannot help students by
- explaining the directions in their own words;
- explaining the meaning of any word in the directions, test questions, or answer choices;
- rephrasing test questions;
- translating a word or phrase into another language; or
- providing synonyms for unknown words.

Misalignment during Paper/Pencil Testing
Misalignment occurs during a paper/pencil test administration when students are responding to a multiple-choice test question and the item number being coded on the answer sheet does not match the number of the question being answered in the test book.

Procedures test administrators should follow in the event misalignment occurs during the administration of the test are to be discussed during training. These procedures are listed below.
- If a student is observed marking a number on the answer sheet that does not match the number of the test question, the test administrator must use his/her best judgment to determine whether the error can be corrected during the testing session. If so, in the least disruptive manner possible, the test administrator should notify the student that the responses are misaligned. Test administrators are not permitted to tamper with (e.g., alter, change, modify, erase) student responses to the test questions on the answer sheet.
- In some cases, it may be appropriate to determine where the misalignment occurred, guide the student to recode responses so the coded bubbles are in alignment, and allow the student to continue the test.
In other cases, it may be appropriate to guide the student in getting back in alignment and direct the student to continue answering questions for the test. The student should be told that he or she will receive help after finishing the rest of the test questions. Once the student completes the questions, the test administrator can guide the student in reordering the misaligned coding. The student then recodes responses so the coded bubbles are in alignment on the answer sheet.

In rare cases, the test administrator may elect to tell the student to begin responding to test questions by circling the correct responses in the test book. After the test administration ends, the test administrator or other designated school official must guide the student, under secure conditions in a group setting (i.e., three or more designated school personnel), to correct the errors coded on the answer sheet as well as to transfer the circled responses from the test book to the answer sheet. However, students must not receive extra time beyond the maximum time allowed for the test administration to correct the errors.

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

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

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

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

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

Eligibility Issues
- Eligible students were not tested
- Ineligible students were tested

Accommodation Issues
- Approved accommodation not provided
- Approved accommodation not provided appropriately
- Accommodation provided but not approved/documentated
- Accommodation Test Read Aloud (in English) or Interpreter/Transliterator Signs/Cues Test provided during English I, English III, or English IV test administrations

Security Issues
- Allowing others access to the tests, including school or district personnel who do not have a legitimate need
- Allowing students to review secure test materials before the test administration
- Missing test materials
- Secure test materials not properly returned
- For online testing, failing to maintain security of NC Education username and password
- Failing to store secure test materials in a secure, locked facility
- Using items from secure test(s) for instruction
- Reproducing items from secure test(s) in any manner or form
- Failing to cover or remove bulletin board materials, classroom displays, or reference materials (printed or attached) on students’ desks that provide information regarding test-taking strategies or the content being measured by the test
- Failing to return the originally distributed number of test materials to designated school personnel
- Discussing with others any of the test items or information contained in the tests or writing about them or posting them on the Internet or on social media sites

Monitoring Issues
- Failing to prevent students from cheating by copying, using a cheat sheet, or asking for information
- Failing to prevent students from gaining an unfair advantage through the use of cell phones, text messages, or other means
- Allowing students to remove secure materials from the testing site
- Failing to monitor students and secure test materials during breaks
- For online testing, leaving computers or tablets unsupervised when secure online tests were open and visible
• Leaving the testing room unmonitored when students and secure materials were present.

Procedural Issues
• Paraphrasing, omitting, revising, interpreting, explaining, or rewriting the script, directions, or test items, including answer choices (SBE policy TEST-010)
• Reading or tampering with (e.g., altering, changing, modifying, erasing, deleting, or scoring) student responses to the test questions by school district personnel
• Failing to administer the secure tests on the test date or during the testing window designated by the NCDPI Division of Accountability Services/North Carolina Testing Program
• Failing to follow the test schedule procedures or makeup test schedule designated by the NCDPI Division of Accountability Services/North Carolina Testing Program
• Providing students with additional time beyond the designated time specified in the assessment guide (except for students with documented special needs requiring accommodations, such as Scheduled Extended Time)
• Giving improper assistance or providing instruction related to the concepts measured by the test before the test administration or during the test administration session

Technical Issues
• Online test connectivity/technical problems
• Online test items did not display properly

Report Online Test Connectivity and Technical Problems in OTISS
Schools must report all online test connectivity and technical problems that occur during the administration of online assessments. On the day of the occurrence, schools must enter into the OTISS detailed information about each incident including, but not limited to, the following:
• Test name (subject and grade level)
• Test form number (available at the top of the screen)
• Description of the incident
• Number of students involved
• Error message(s) (document the words verbatim)
• Specific item number(s), if applicable
• Secure Platform being used (e.g., NCTest Chrome App on Chromebooks, NCTest Secure Browser, or NCTest iPad App)
• Steps taken locally to resolve the issue
• Help Desk ticket number (If the Help Desk does not provide a ticket number, the caller should request one.)
• Advice offered by the Help Desk
• Solution (document whether the issue was resolved or not resolved)

Note: If the same technical problem is being reported for multiple students for the same test administration on the same day, only one OTISS report needs to be submitted. A list of all students affected should be attached to the OTISS report.
Procedures for Students Who Complete the Test before the Scheduled Testing Time is Over

Students who complete the test before the scheduled time is over must be provided the opportunity to read novels or other nontextbooks (e.g., magazines) while other students continue to work during the scheduled time.

Before a student who has completed the test may read, however, the test administrator must

- for online testing, verify that the student has clicked the END TEST button to close the test (Once students have clicked the END TEST button, they will not be able to return to the test items. A STOP sign will appear on students’ screens after the END TEST button has been clicked and the test has been closed.);
- for online testing, collect all ancillary materials (e.g., calculators, used and unused papers, borrowed pencils);
- for paper/pencil testing, collect the student’s answer sheet, test book, and all ancillary materials (e.g., calculators, used scratch and graph papers); (The test administrator must stack the student’s test materials on the teacher’s/test administrator’s desk and must not open or review the student’s answer sheet or test book. The test administrator must not review test items or alter student responses; test books must remain closed and secure.) and
- ensure the student’s reading material is a novel or other nontextbook, such as a magazine. (Textbooks, reference books, e-book readers, thesauruses, audio books, music, notes, or any unapproved testing aids are prohibited during the administration of any test in the North Carolina Testing Program. During the scheduled testing time, students are allowed to read only novels or other nontextbooks after they are finished and waiting for other students to complete the test. Students may put their heads down on their desks and rest if they decide not to read.)

If all students finish the test before the scheduled time period is over, the test administrator may end the testing session early by reading the information in this Assessment Guide under the words Read to Announce the End of the Testing Session. Students must not be dismissed from the room unless authorized by the appropriate local official (e.g., principal). The test administrator must follow local procedures for returning students to the regular school schedule.

Paper Clip Student Test Books

For paper/pencil testing, test administrators are responsible for paper clipping students’ test books in rare cases in which students must leave the testing area for lunch. If students must leave the testing area for lunch, the test administrator must alert students when they have five minutes remaining before the lunch break. Students must be told that their test books will be paper clipped so they cannot return to previously attempted questions. Pages that contain reading selections students will need access to must not be paper clipped. Therefore, students must complete the reading selection they are working on and the selection’s questions before going to lunch. During lunch, students must not be allowed to discuss specific test questions or information contained within the test. All test materials must remain secure. Test
administrators must inform students of this policy before they paper clip test books and students leave the testing area for lunch.

**Note:** If students are provided lunch and will **not** have the opportunity to communicate with others or access electronic devices (e.g., computers, cell phones) during lunch, the students’ test books do not have to be paper clipped, and the students may review and change responses in the portion of the test already completed.

**Internet Security, Security of Test Materials, and Online Content**

Online assessments contain secure test data, copyrighted content, and confidential student records. Therefore, test administrators, proctors, technology staff, and students must follow rules and procedures that ensure online content is not made available to anyone for any other purpose than to conduct the assessment. Users must not access the assessment and then leave the computer or tablet unsupervised. Locally stored, off-line content (e.g., cookies, cache) must be cleared or secured after accessing the test so malicious applications or users cannot gain access to secure test materials.

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

- Never share passwords with anyone. User accounts are confidential. Keep passwords secure.
- If passwords must be written down on a piece of paper, store the paper in a secure place and destroy it when it is no longer needed.
- Change passwords immediately if they have been compromised.

Be careful where passwords are saved on computers and tablets. Some dialog boxes, such as those for remote access, present an option to save or remember a password. Selecting this option poses a potential security threat.

**Online Readiness Checklist**

Before administering any secure online NCFE:

- Ensure the appropriate NCDPI-approved secure platform is installed.
- Ensure your NC Education username/password is working correctly and you can access the appropriate assessment’s student information pages. Usernames and passwords should be checked two to three days before the test administration date.
- All test administrator NC Education accounts must be given the role of teacher-school for the appropriate school to start an online assessment. For questions, contact the LEA test coordinator or the Help Desk (ncdesk@ncsu.edu) or (919) 515-1320.
- Complete the Online Assessment Tutorial and ensure every student participating in the online assessment has completed the appropriate Online Assessment Tutorial at least one time per year at the school before test day.
- Ensure all computers and tablets meet all the specified technical requirements listed at http://center.ncsu.edu/nct.
- Ensure screen savers are disabled for all devices and that volume controls are set for students with the *Test Read Aloud (in English)* accommodation.
• Check to ensure all students who are to participate in online assessments are listed in the Admin Entry Tab list for the specific assessment in NC Education. Students who are no longer in membership MAY appear in this list. Please disregard, and DO NOT start a test for these students.
• Ensure test administration sessions are scheduled in NC Education. Test administration sessions must be scheduled no later than the day before the test administration date.
• Review and edit the SIQ, if designated to do so by the school test coordinator, for students who need the following interface options or documented accommodations: alternate background color, large font, Multiple Testing Sessions accommodation, Test Read Aloud (in English) accommodations, and/or other required accommodations.
• Complete either before test day or on test day before 7:00 p.m. all applicable Special Codes located in the Special Codes Tab in NC Education. Refer to the Complete the Special Codes section of this guide for additional information.
On Test Day

Verify Exact Number of Test Materials upon Receipt
Test materials must be distributed to test administrators immediately before each test administration. (See the Test Materials section of this guide for the materials required for the administration of the online and paper/pencil NCFEs.)

- Count and record the number of secure test materials when the materials are first received from the school test coordinator.
- Report to the school test coordinator any discrepancies in the count before leaving the test materials’ storage/distribution room.
- Only test materials specified in this Administrators’ Guide (or published supplements or updates) may be used during the test administration.
- Maintain test security at all times while handling test materials.

It is important to verify the receipt of the exact number of test materials required. The test administrator is responsible for all test materials until they are returned to the school test coordinator after each testing session. All test materials assigned to a test administrator must be returned after each test session.

Follow a Uniform Process of Administration
Test sessions must be conducted according to the policies, procedures, and directions in this Test Administrators’ Guide and any subsequent updates developed by the NCDPI Division of Accountability Services/North Carolina Testing Program. By following the procedures outlined in this guide, the test administrator ensures the security and confidentiality of the assessment program and the uniform evaluation of all students throughout the state. If a situation arises that the test administrator does not know how to resolve, the school test coordinator must be contacted.
Student Directions
for
ONLINE Administrations of the NCFEs

Steps to Complete BEFORE Students Begin Online Testing

1. **Set up the computers and tablets that will be used to deliver the online assessment.**
   The NCDPI recommends test administrators begin setting up computers and tablets
   approximately 30–40 minutes before the students are to begin testing. The test
   administrator must:
   - Launch the secure NCTest Chrome App on Chromebooks, NCTest Secure Browser, or
     NCTest iPad App and click on the NCTest LOGIN button.
     - Ensure iPads are in guided access. Directions for placing iPads in guided
       access can be found in the *Technical Requirements for NCTest* at
       https://center.ncsu.edu/nct.
   - Choose the appropriate NCFE content area (English, math, science, or social studies)
     from the drop-down menu.
   - Choose the appropriate NCFE online assessment from the drop-down menu.
   - Enter a valid NC Education username and password and click LOGIN.
   - If requested, select the appropriate assessment from the list presented on the
     screen.
   - Select the student to be tested from the list presented on the screen.
   - Ensure the screen is set to the START page with the correct student’s name and
     school name near the top of the screen.
   - **Do not** click the START button for the student.

2. **After the computers or tablets are set up,** and before beginning the test, the test
   administrator must
   - ensure students are seated at the specific computer or tablet that displays their
     name, the test name, the student’s PowerSchool number, and the school name, and
   - confirm each student’s computer or tablet screen is still set to the START page.
   Students must **NOT** click the START button and begin using the computer or tablet
   until they are told to do so.
IMPORTANT:

- Failure to follow the script as written in this guide may constitute a misadministration or violation of the Testing Code of Ethics.
- Follow and present the script in this guide as written. Read aloud only the material in **boldface** print that is preceded by the word “SAY.” The text printed in standard type, **underlined**, or typed in *italics* is information for the test administrator only; it must not be read aloud to students. **Note:** For administrations including the use of tablets, the word “click” may be replaced with the word “touch” in these instances.
- Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices during the administration of the online English I, English III, and English IV assessments to any students, including students with disabilities and students identified as ELs, invalidates test results because the tests measure reading skills. Only the test directions may be read aloud or signed/cued to students during the English assessments.
- Clicking the EXIT button will result in a caution message. If the EXIT button is clicked accidentally, click CANCEL to continue the online test.
- **FOR ALL MATH AND SCIENCE ASSESSMENTS REQUIRING CALCULATOR USE:** Before beginning the testing session, the test administrator or the principal’s designee must clear the calculator memory and all applications (including preloaded) of all calculators, including personal calculators.

**Note:** If NCDPI accessibility supports or supplemental materials will be used, the test administrator should give students these items at this time.

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

**SAY:**  Today, you will take the *(insert the course/subject)* NC Final Exam. Before you begin, you must clear your work area of any materials except for a pencil. If you do not have a pencil, raise your hand, and I will provide one for you.

The test administrator pauses for students to clear their work areas and to distribute pencils to students who raise their hands.

When ready, the test administrator continues reading.

**SAY:**  Look at the information on the screen. You should see your name, the school name, the name of the test, a button labeled START, and a button labeled EXIT. Please do not click the EXIT button; it will log you out of the test. Do not click START until I tell you to do so. If the information on the screen is not correct, raise your hand.

The test administrator assists those students who raise their hands and then continues.
Read for English I, III, and IV; Social Studies Grades 4, 5, 6, 7, and 8; American History: The Founding Principles, Civics, and Economics; World History; American History I and II; Science Grades 4, 6, and 7; Earth/Environmental Science Only:

SAY: I am going to give each of you a sheet of scratch paper. This paper may be used to help you answer the test questions. I will collect this paper at the end of the testing session.

The test administrator distributes the scratch paper and then continues reading under For All Students.

Read for Physical Science, Chemistry, and Physics Only:

SAY: I am going to give each of you a sheet of scratch paper, a reference table, and a hand-held calculator. You may use these materials and the online calculator to help you answer the test questions. I will collect these papers and the hand-held calculator at the end of the testing session.

The test administrator distributes scratch paper, reference tables, and calculators to the students and then continues reading under For All Students.

Read for NC Math 2 Only:

SAY: I am going to give each of you a sheet of scratch paper, a sheet of graph paper, and a hand-held calculator. You may use these materials and the online calculator to help you answer the test questions. I will collect the papers and hand-held calculator at the end of the testing session.

The test administrator distributes scratch paper, graph paper, and calculators to the students and then continues reading under For All Students.

Read for Advanced Functions and Modeling, Discrete Mathematics, and Precalculus Only:

SAY: I am going to give each of you a sheet of scratch paper, a sheet of graph paper, a hand-held calculator, and a formula sheet. You may use these materials and the online calculator to help you answer the test questions. I will collect the papers, formula sheet, and hand-held calculator at the end of the testing session.

The test administrator distributes scratch paper, graph paper, calculators, and formula sheets to the students and then continues reading For All Students.
For All Students:
SAY: If you need more paper during the test, raise your hand and I will give you more paper. This is a timed test. You will have 120 minutes to complete the test questions. During the test, you will take two breaks. I will tell you when it is time for the breaks. I will also let you know when you have five minutes left to work on the test. You should continue working on the test questions until you complete the exam or until time is called.

Read for Multiple-Choice Final Exams Only:
SAY: All of the test questions are multiple-choice questions.

The test administrator continues.

Read for the English III Final Exam Only:
SAY: The test has multiple-choice questions and questions that require you to write a short answer. There is a limit to how long your answer can be. A counter, displayed on your screen, will indicate how many characters you have used. Characters include every letter, number, space, and punctuation mark that are entered in your answer.

The test administrator continues.

Note: For all NCFEs EXCEPT English I, English III, and English IV, the test administrator may adjust the following “read aloud” directions accordingly for students whose IEPs and/or Section 504/EL/transitory impairment documentation indicates they are to receive a combination of both the test administrator and the computer reading the test aloud. (Reading aloud the English I, English III, and English IV assessments invalidates the tests’ results.)

<table>
<thead>
<tr>
<th>NOT FOR</th>
<th>Read Only for Students Receiving the Test Read Aloud (in English) Accommodation:</th>
</tr>
</thead>
</table>
| ENGLISH I, III, and IV | **Read If the Entire Test Is to Be Read Aloud:**  
SAY: I will read aloud all the test questions and answer choices for you. I will repeat this information if you ask me to do so.  
The test administrator must read aloud all test questions and answer choices.  

| **Read If Information Is Only to Be Read Aloud upon Student Request:**  
SAY: I will read aloud any information from the test questions and answer choices if you ask me to do so. I will repeat this information if you ask me to do so.  
Upon student request, the test administrator must read aloud the test questions and answer choices. |
Read Only for Students Receiving the Test Read Aloud (in English) Accommodation Via the Computer/Tablet:

SAY: **You may control which portions of the online test are read aloud by clicking a speaker button beside the block of text. Each test question and answer choice has a speaker button. When you click the speaker button, the recorded audio will play. Some parts of the test questions cannot be read aloud by the computer or tablet, such as graphic images and tables. When you click on the speaker button for one of these test questions, the audio will indicate it cannot be read aloud.**

Note: To ensure the validity of the test, students receiving the Test Read Aloud (in English) accommodation must also receive the Testing in a Separate Room accommodation (one-on-one) unless using headphones.

For All Students:

SAY: **The online tools were explained when you completed the Online Assessment Tutorial. But if you need assistance in locating any of the tools or with the operation of your computer or tablet, raise your hand, and I will help you.**

Are there any questions before you begin?

The test administrator must pause to respond to questions and then continues.

SAY: **Click the “START” button now and begin the test.**

To assist students with budgeting time, the test administrator must record the following on the board for all students to see:

| START TIME: |  (Record the start time of the test administration.) |
| WORK TIME: |  + 40  (Add 40 minutes to the start time.) |
| BREAK TIME: |  (Record the time for the first break.) |

Procedures During Testing:

1. As soon as the START TIME, WORK TIME, and BREAK TIME are recorded on the board, the test administrator must begin walking quietly and frequently throughout the room, monitoring the test administration. The test administrator must monitor students' screens to ensure students are not using additional resources, items are displaying properly, and students have not prematurely ended the online assessment. The test administrator must not leave students unattended at any time during the test administration. The test administrator must remain in the room throughout the entire test administration unless an emergency arises (e.g., illness, necessary restroom break). If an emergency arises and the test administrator must leave the room, the school test coordinator must be notified. Test security must be maintained at all times.

2. The test administrator may assist students with computer/tablet problems (i.e., system errors). For example, if the network malfunctions or an item fails to load, the student may receive assistance. All student time lost because of technical problems needs to be documented and returned to the student at the end of the test administration if needed.
3. The test administrator may answer any student’s procedural questions (e.g., having to do with the Web browser, app, navigation, tool bar, review screen) but cannot provide specific assistance with answering test questions. Each student must complete his or her own test questions without assistance in order for the entries to reflect the student’s proficiency level.

4. To address technical issues that may occur during the test administration, see Appendix E in this guide.

**Read to Announce the First Break:**
After exactly 40 minutes, the test administrator announces the first break by reading the following:

**SAY:** Stop working. You will take a two-minute break. Click the PAUSE button at the bottom of your screen.

The test administrator must ensure each student has clicked the PAUSE button, and the online test items are not visible on computer/tablet screens.

**SAY:** You may stand beside your desk and stretch or just relax, but you must not talk during the break.

The test administrator must not allow students to talk during the break. No one is to leave the room except in an emergency (e.g., illness, necessary restroom break). Test security must be maintained at all times.

After two minutes, the test administrator is to continue.

**SAY:** The break has now ended. Return to your seats.

Some of you may finish the test early. If you do, stay quietly in your seat and raise your hand, I will help you.

Now click the CONTINUE button and continue working.

To assist students with budgeting time, the test administrator must record the following on the board for all students to see:

| START TIME: __________ | (Record the start time after the first break.) |
| WORK TIME: ______ + 40 | (Add 40 minutes.) |
| BREAK TIME: __________ | (Record the time for the second break.) |

Note: Test administrators must follow procedures outlined on Page 23 for those students who complete the test before the scheduled testing time is over.

**Read to Announce the Second Break:**
After exactly 40 minutes, the test administrator announces the second break by reading the following:
SAY: Stop working. You will take a two-minute break. Click the PAUSE button at the bottom of your screen.

The test administrator must ensure each student has clicked the PAUSE button and the online assessment items are not visible on computer/tablet screens.

SAY: You may stand beside your desk and stretch or just relax, but you must not talk during the break.

The test administrator must not allow students to talk during the break. No one is to leave the room except in an emergency (e.g., illness, necessary restroom break). Test security must be maintained at all times.

After two minutes, the test administrator is to continue.

SAY: The break has now ended. Return to your seats.

You have 40 minutes left to complete the test. I will tell you when you have five minutes remaining. Some of you may finish the test early. If you do, stay quietly in your seat and raise your hand, and I will help you.

Now click the CONTINUE button and continue working.

To assist students with budgeting time, the test administrator must record the following on the board for all students to see:

START TIME: __________ (Record the start time after the second break.)
WORK TIME: __ + 35 (Add 35 minutes.)
FIVE-MINUTE WARNING TIME: __________ (Record the five-minute warning time.)
WORK TIME: __ + 5 (Add 5 minutes.)
END TIME: __________ (Record the end time of the test administration.)

Note: Test administrators must follow procedures outlined on page 23 for those students who complete the test before the scheduled testing time is over.

If all students finish the test and review their responses before the scheduled time period is over, the test administrator may end the testing session early by reading the information under the words Read to Announce the End of the Testing Session. Students must not be dismissed from the room unless authorized by the appropriate local official (e.g., principal). The test administrator must follow local procedures for returning students to the regular school schedule.

Read to Announce the FIVE-MINUTE Warning
When there are five minutes remaining to work before the end of the test administration, the test administrator must announce the five-minute warning.

SAY: You have five minutes remaining.
Read to Announce the End of the Testing Session
After the final five minutes, the test administrator asks the students to stop working.

SAY:  **Stop working. Sit quietly. This is the end of the testing session. Make sure that you have clicked the END TEST button.**

The test administrator must ensure that students have clicked the END TEST button to close the test. A STOP sign will appear on the students’ screens after the END TEST button has been clicked, and the test has been closed. Clicking the EXIT button on the STOP sign screen closes the NCTest Chrome App on Chromebooks, NC Test Secure Browser, and NCTest iPad App.

When ready, the test administrator continues.

Read to Collect Test Materials:
SAY:  **I will now collect your test materials.**

The test administrator must collect all test materials from students. Test materials may be collected separately for more efficient processing. The test administrator must check carefully to be sure each student turns in all materials and must resolve any discrepancies while students are still seated and before they leave the room. Any discrepancies that cannot be corrected must be reported immediately to the school test coordinator.

When all materials are collected and any discrepancies have been resolved, the test administrator continues reading.

**Note:** Test administrators and students are not permitted to discuss with others specific items from the test or information contained within the test. The test administrator must inform students of this policy before dismissal.

Read after All Materials Have Been Collected and Any Discrepancies Are Resolved:
SAY:  **Please remember teachers are not allowed to discuss items from the test with you, and you are not allowed to discuss with others any of the test items or information contained within the test or to write about them on the Internet or on social media sites.**

**You have completed the (insert course/subject) NC Final Exam.**

Students must be dismissed according to procedures developed for the school by the principal or school test coordinator. Test administrators must use the appropriate procedures and documentation to report to the school test coordinator and/or principal any irregularities that occurred during testing.

The test administrator must refer to the After Testing section of this guide for additional responsibilities to attend to following testing.
Student Directions
for
PAPER/PENCIL Administrations of the NCFEs

Before Beginning the Testing Session:

- Ensure all answer sheets have been precoded. Students must not code the student information on SIDE 1 of the answer sheets before testing.
- Follow and present the script as written in this guide. Failure to do so may constitute a misadministration or violation of the Testing Code of Ethics.
- Read aloud only the material in boldface print that is preceded by the word “SAY.” The text printed in standard type, underlined, or typed in italics is information for the test administrator only and must not be read aloud to students.
- FOR ENGLISH I, III and IV: Reading aloud the selections, sample questions, test questions, or answer choices during the administration of the English I, English III, or English IV assessments to any students, including students with disabilities and students identified as ELs, invalidates test results because these tests measure reading skills. Only the test directions may be read aloud or signed/cued to students during the English assessments. Test administrators can read test directions aloud to students as many times as necessary for students to understand the directions.
- FOR ALL MATH AND SCIENCE ASSESSMENTS REQUIRING CALCULATOR USE: Before beginning the testing session, the test administrator or the principal’s designee must clear the calculator memory and all applications (including preloaded) of all calculators, including personal calculators.

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

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

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

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

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

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

SAY:  **Look at SIDE 1 of your answer sheet.**

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

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

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

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

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

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**Read for English I, III, and IV; Social Studies Grades 4, 5, 6, 7 and 8; American History: The Founding Principles, Civics, and Economics; World History; American History I and II; Science Grades 4, 6, and 7; Earth Environmental Science Only:**

SAY:  **I am going to give each of you a sheet of scratch paper. This paper may be used to cover your work or to help you answer the test questions. I will collect this paper at the end of the testing session.**

The test administrator distributes the scratch paper and then continues reading under **For All Students.**

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**Read for Physical Science, Chemistry, and Physics Only:**

SAY:  **I am going to give each of you a sheet of scratch paper, a reference table, and a calculator. You may use these materials to help you answer the test questions. I will collect these materials at the end of the testing session.**

The test administrator distributes scratch paper, reference tables, and calculators to the students and then continues reading under **For All Students.**

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**Read for NC Math 2 Only:**

SAY:  **I am going to give each of you a sheet of scratch paper, a sheet of graph paper, and a calculator. You may use these materials to help you answer the test questions. I will collect these materials at the end of the testing session.**
**Read for NC Math 2 Only (continued):**

The test administrator distributes scratch paper, graph paper, and calculators to the students and then continues reading under *For All Students*.

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**Read for Advanced Functions and Modeling, Discrete Mathematics, and Precalculus Only:**

**SAY:** I am going to give each of you a sheet of scratch paper, a sheet of graph paper, a calculator, and a formula sheet. You may use these materials to help you answer the test questions. I will collect these materials at the end of the testing session.

The test administrator distributes scratch paper, graph paper, calculators, and formula sheets to the students and then continues reading under *For All Students*.

---

**For All Students:**

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

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

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

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

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

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

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

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

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

When reading the following directions aloud, the test administrator may point to the form number located on the student test book cover.
Now look in the upper right corner of the cover of your test book and find the box with a letter and number printed inside it. The number in this box is the test form number. This number must be recorded on your answer sheet.

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

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

**Read for Multiple-Choice Final Exams Only:**

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

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

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

**Read for the English III Final Exam Only:**

Fill the bubble in the FORM box that matches the form number of your test book. Then write the form number in the box or boxes that are above the row of circles. Write only one digit in a box. For example, if you have form number 1, you will bubble circle 1 and then write the number one (1) in the first box. If you have form number 10 you will bubble circle 10 and then write the number (1) in the first box and write the number zero (0) in the second box.

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

**For All Students:**

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

The test administrator must ensure students are looking at SIDE 2 of their answer sheet before continuing.
**Read for Multiple-Choice Final Exams Only:**

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

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

The test administrator continues reading under *For All Students*.

**Read for the English III Final Exam Only:**

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

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

The test administrator continues reading under *For All Students*.

**For All Students:**

**SAY:** This is a timed test. You will have 120 minutes to complete the test questions. During the test you will take two breaks. I will tell you when it is time for the breaks. I will also let you know when you have five minutes left to work on the test. You should continue working on the test questions until you complete the exam or until time is called.
Read Only for Students Receiving the Test Read Aloud (in English) Accommodation:

**Read If the Entire Test Is to Be Read Aloud:**

SAY: I will read aloud all the test questions and answer choices for you. I will repeat this information if you ask me to do so.

The test administrator must read aloud all test questions and answer choices.

**Read If Information Is Only to Be Read Aloud upon Student Request:**

SAY: I will read aloud any information from the test questions and answer choices if you ask me to do so. I will repeat this information if you ask me to do so.

Upon student request, the test administrator must read aloud the test questions and answer choices.

SAY: Are there any questions before you begin working?

The test administrator answers students’ questions and then continues.

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

To assist students with budgeting time, the test administrator must record the following on the board for all students to see:

- **START TIME:** __________ (Record the start time of the test administration.)
- **WORK TIME:** __ + 40 (Add 40 minutes to the start time.)
- **BREAK TIME:** __________ (Record the time for the first break.)

**Procedures during the Actual Test Administration:**

As soon as the START TIME, WORK TIME, and BREAK TIME are recorded on the board, the test administrator must begin walking quietly and frequently throughout the room, monitoring the test administration.

The test administrator must not leave students unattended at any time during the test administration. The test administrator must remain in the room throughout the entire test administration unless an emergency arises (e.g., illness, necessary restroom break). If an emergency arises and the test administrator must leave the room, the school test coordinator must be notified. **Test security must be maintained at all times.**

**Read to Announce the First Break:**

After exactly 40 minutes, the test administrator announces the first break by reading the following:
SAY:  
Stop working. Put all of your papers inside your test book and close your test book.  
You will take a two-minute break. You may stand beside your desk and stretch or just  
relax, but you must not talk during the break.

The test administrator must not allow students to talk during the break. No one is to leave the  
room except in an emergency (e.g., illness, necessary restroom break).

After two minutes, the test administrator is to continue.

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

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

To assist students with budgeting time, the test administrator must record the following on the  
board for all students to see:

| START TIME: __________ | (Record the start time after the first break.) |
| WORK TIME: __________ + 40 | (Add 40 minutes.) |
| BREAK TIME: __________ | (Record the time for the second break.) |

Note: Test administrators must follow the procedures outlined on page 23 for those students  
who complete the test before the scheduled time is over.

Read to Announce the Second Break:
After exactly 40 minutes, the test administrator announces the second break by reading the  
following:

SAY:  
Stop working. Put all of your papers inside your test book and close your test book.  
You will take a two-minute break. You may stand beside your desk and stretch or just  
relax, but you must not talk during the break.

The test administrator must not allow students to talk during the break. No one is to leave the  
room except in an emergency (e.g., illness, necessary restroom break).

After two minutes, the test administrator is to continue.

SAY:  
The break has now ended. Return to your seats. You have 40 minutes left to complete  
the test. I will tell you when you have five minutes remaining. Some of you may finish  
early. If you do, look back over your answers for the test, and then close your test  
book. Raise your hand when you have finished the test, and I will help you.
SAY: Now open your test book to the last question you answered. You may continue working.

To assist students with budgeting time, the test administrator must record the following on the board for all students to see:

| **START TIME:** ___________ (Record the start time after the second break.) |
| **WORK TIME:** + 35 (Add 35 minutes.) |
| **FIVE-MINUTE WARNING TIME:** ___________ (Record the five-minute warning time.) |
| **WORK TIME:** +5 (Add 5 minutes.) |
| **END TIME:** ___________ (Record the end time of the test administration.) |

Note: Test administrators must follow the procedures outlined on page 23 for those students who complete the test before the scheduled time is over.

If ALL students finish the test, review their responses, and are ready to turn in their tests before the scheduled time period is over, the test administrator may end the testing session early by reading the information under the words Read to Announce the End of the Testing Session. Students must not be dismissed from the room unless authorized by the appropriate local official (e.g., principal). The test administrator must follow local procedures for returning students to the regular school schedule.

**Read to Announce the FIVE-MINUTE Warning:**
When there are five minutes remaining to work before the end of the test administration, the test administrator must announce the five-minute warning.

SAY: You have five minutes remaining.

**Read to Announce the End of the Testing Session:**
After the final five minutes, the test administrator asks the students to stop working.

SAY: Stop working. Close your test book and sit quietly. This is the end of the testing session.

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

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

When ready, the test administrator continues reading.
Read to Collect Test Materials:
SAY: I will now collect your test materials.

The test administrator must collect all answer sheets, test books, and ancillary materials from students. Test materials may be collected separately for more efficient processing. The number of test books, answer sheets, and other materials the test administrator collects must agree with the count taken at the beginning of the testing session.

The test administrator must check carefully to ensure each student turns in all materials and must resolve any discrepancies while students are still seated and before they leave the room. Any discrepancies that cannot be corrected must be reported immediately to the school test coordinator.

When all materials are collected and any discrepancies have been resolved, the test administrator continues reading.

Note: Test administrators and students are not permitted to discuss with others specific items from the test or information contained within the test. The test administrator must inform students of this policy before dismissal.

Read after All Materials Have Been Collected and Any Discrepancies Are Resolved:
SAY: Please remember, teachers are not allowed to discuss items from the test with you, and you are not allowed to discuss with others any of the test items or information contained within the test or to write about them on the Internet or on social media sites.

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

Students must be dismissed according to procedures developed for the school by the principal or school test coordinator. Test Administrators must use the appropriate procedures and documentation to report to the school test coordinator and/or principal any irregularities that occurred during testing.

The test administrator must refer to the After Testing section of this guide for additional responsibilities to attend to following testing.
After Testing

Count, Return, and Secure ALL Test Materials
Test administrators must follow local procedures for the return of all test materials to the school test coordinator immediately after each test administration. Responsibilities also include the following:

- **For online testing**, ensure any information from the test saved or cached on any network appliance or computer or tablet is purged or deleted immediately following the completion of the test administration session.
- Count and verify with the school test coordinator that the number of secure materials returned (including supplemental materials) matches the count taken when the materials were first received.
- **Tests Requiring Calculator Use:** Ensure the calculator memory and all applications (including preloaded) of all calculators, including students’ personal calculators, used during the administration of NCFEs that require calculator use are cleared immediately following the test administration, either by the test administrator or the principal’s designee. See Appendices D1–D6.

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

Record Students’ Provided and Used Accommodations
The test administrator must complete the *Review of Accommodations Used During Testing* form (see Appendix C) for each student who was to receive accommodations for the test administration. Completed forms must be returned to the school test coordinator to be kept in the students’ IEP folders and/or Section 504/EL/transitory impairment documentation so they are accessible for future reference.
Entering Special Codes and Accommodations Provided for Online Testing

Special Codes must be completed in NC Education under the Special Codes tab for the appropriate assessment by the test administrator or other designated school personnel. The respondent may receive confidential lists from the appropriate school personnel in order to complete the Special Codes. The test administrator or designee must contact the school test coordinator if there are any questions regarding coding.

The test administrator or designee must complete the Special Codes before test day or on test day before 7:00 p.m. The Misadministration and Absent from Makeup Special Codes must be completed after testing, if applicable.

504 Only

- Complete the 504 Only special code if the student is currently identified under Section 504 only (i.e., does not have a current IEP).

- If the student is not officially identified under Section 504 only, this special code must be left blank.

Transitory Impairment

- Complete the Transitory special code if the student is currently identified with a transitory impairment. Transitory is to be coded only for students with current transitory impairment documentation (i.e., not Section 504-eligible).

- If the student is not officially identified with a transitory impairment, this special code must be left blank.

Absent from Makeup

- Mark the Absent from Makeup special code if the student was absent (i.e., not present) from the makeup test session(s) to account for the reason the student was not tested.

- Mark this special code only after all possible makeup sessions have been completed.

- Otherwise, this special code must be left blank.

Reason(s) the Student Is Not Participating in the Test Administration

Mark the appropriate reason the student is not participating in the standard administration

1 = Transfer Student
- Mark the transfer student special code if the transfer student was administered the test at the former school before moving.
- Otherwise, this special code must be left blank.

2 = Medical Exception
- Mark the medical exception code if the student was granted a medical exception approved locally. (It is a local decision as to how requests for medical exceptions are to be processed for the NCFEs.)
- Otherwise, this special code must be left blank.
Accommodations Not Permitted

- Mark the appropriate code if the student used an accommodation that is not permitted on the assessment:
  - 0 = Test Read Aloud (in English) used by student for English I, English III, or English IV
  - 1 = Interpreter/Transliterator Signs/Cues Test used by student for English I, English III, or English IV
  - 2 = Other English
  - 3 = Other Mathematics
  - 4 = Other Science

Complete the Accommodations Provided Tab

Test administrators or other designated school personnel must complete the Accommodations Provided tab for the appropriate assessment following the online test administration for all students marked in the SIQ as requiring accommodations (i.e., Multiple Testing Sessions, Test Read Aloud (in English), Other Required Accommodations).

Codes must be completed in NC Education by the test administrator or other designated school personnel after students complete testing. The respondent may receive confidential lists from the appropriate school personnel in order to complete this section.
Coding, Reviewing, Packing, and Returning
Paper/Pencil Testing Materials

Code the Student Answer Sheets
All coding of student answer sheets, other than precoded information, must occur after students complete testing and take place under secure conditions in a group setting (i.e., three or more designated school personnel). Secure test books must not be available during the coding and reviewing process.

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

1. During the coding of student answer sheets, the test administrator or principal’s designee must
   
   For all answer sheets:
   a. review and confirm the student information is accurate and complete on SIDE 1 of each student’s answer sheet;
   b. ensure the correct Test Form number is printed and coded accurately in the Form box on SIDE 1 of each student’s answer sheet; and
   
   For multiple-choice answer sheets only:
   c. ensure the appropriate Test Code number is precoded accurately on SIDE 1 of each student’s multiple-choice answer sheet. The Test Code number is embedded in the QR code on the English III answer sheets. (See Appendix A for a list of Test Codes.)

2. Code questions 1 and 2 in the TO BE COMPLETED BY THE TEST ADMINISTRATOR OR PRINCIPAL’S DESIGNEE AFTER TESTING section on SIDE 1 of each student’s answer sheet:
   a. Question 1: The respondent must code the appropriate bubble if the student is currently (1) identified under Section 504 only (i.e., does not have a current IEP) or (2) identified with a transitory impairment (i.e., not Section 504 eligible). If the student is not officially classified as either of the above, this question must be left blank.
   b. Question 2: If the student was provided an accommodation during this test administration for any reason (i.e., documented on the current IEP, Section 504 Plan, EL Plan, or transitory impairment documentation), the appropriate bubble or bubbles must be filled. More than one response may be filled for this question. If the student was provided an accommodation approved through the Accommodation Notification process, the Special NCDPI-Approved Accommodation bubble must be filled. If the student was not provided an accommodation during the test administration, this question must be left blank.
3. Code the **Absent from Makeup** bubble if the student was absent (i.e., not present) from the makeup test session(s). The test administrator or principal’s designee must code the ABSENT FROM MAKEUP bubble on
   - SIDE 1 of the English III answer sheets and
   - SIDE 2 of the multiple-choice answer sheets.
Otherwise, leave this bubble blank.

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

<table>
<thead>
<tr>
<th>Information Requested</th>
<th>Column</th>
<th>Code (Fill In the Numbered Circle)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason(s) the Student Is Not Participating in the Standard Administration</strong></td>
<td>A</td>
<td>1 = Transfer student was administered the test at the former school before moving.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 = Student granted medical exception at the local level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Otherwise, leave this column blank.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Code this column if the student is not required to participate in the standard administration of the assessment to account for the reason the student has blank responses. Fill in the appropriate bubble to identify the reason the student is not participating in the standard administration.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students answer sheets that are scanned without a coded reason for blank responses to test items will receive a scale score equivalent to a raw score of 0.</td>
</tr>
<tr>
<td><strong>Accommodations Not Permitted</strong></td>
<td>B</td>
<td>0 = <strong>Test Read Aloud (in English)</strong> used by student for English test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 = <strong>Interpreter/Transliterator Signs/Cues Test</strong> used by student for English test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 = Other English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 = Other Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 = Other Science</td>
</tr>
<tr>
<td></td>
<td>C–D</td>
<td>For Local Use</td>
</tr>
</tbody>
</table>
Note: Special Codes C–D on Side 1 of the answer sheets are available for local use. Test administrators/principal’s designees may complete this section if directed to do so by the school system test coordinator. School system test coordinators may devise a coding scheme that makes use of this section for their own purpose.

5. Code Class Period/Section (on the multiple-choice answer sheets only) if directed to do so by the school test coordinator. Test coordinators may devise a coding scheme that makes use of this section.

6. **Record or transcribe** to the appropriate NCFE answer sheet responses for students who used certain testing accommodations (i.e., *Student Marks Answers in Test Book, Braille Edition, Braille Writer/Slate and Stylus, Assistive Technology Devices, Large Print Edition, One Test Item Per Page Edition, Large Print One Test Item Per Page Edition,* and *Dictation to a Scribe*) for scoring purposes.
   a. The transcription of a student’s answers to an answer sheet must be identical to what the student has recorded or dictated to the scribe. The test administrator or the principal’s designee must not change or alter student responses or ask students to change or alter their responses.
   b. Someone other than the original transcriber must check the transcription to ensure accuracy.
   c. One individual is to transcribe the student’s responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process.
   d. All three individuals must sign the front cover of the student’s test book.
   e. Only responses coded on answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score.
   f. For constructed response items, the transcribed student responses must “fit” on the answer sheets’ printed lines as these responses are imaged before scoring. Responses transcribed on added horizontal lines, in a double-stack format, in margins, or on separate sheets of paper will not be scored.

7. **Check for and erase inappropriate pencil marks** on the answer sheets. Examples of what can be erased are stray pencil marks in columns (like a pencil slash), pencil marks in or on skunk marks or the QR code, and stray marks transferred from one answer sheet to another when coding an answer sheet on top of several sheets. Erased answer circles must not be redrawn.

8. **Check to be sure paper clips, sticky notes, rubber bands, and/or staples** are not used when returning testing materials.

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

*For all multiple-choice answer sheets only:* Multiple-choice answer documents will be scored locally.

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

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

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

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

**Charter School Procedures for Scoring and Returning Paper/Pencil Test Materials**

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

### Test Codes for NC Final Exams

(Multiple-Choice Answer Sheets Only)

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

\(^1\)For all multiple-choice answer sheets, the appropriate test code must be precoded on SIDE 1 of each student’s answer sheet.

\(^2\)This exam is only administered in the spring.
Appendix B

North Carolina Accessibility Framework

When determining which accommodations are needed during instruction, classroom assessments, and state testing, it is important that IEP teams, Section 504 committees, and EL committees recognize the array of accessibility supports available within the North Carolina Accessibility Framework.

North Carolina’s Accessibility Framework consists of three tiers of accessibility supports that are available to students in instructional and testing situations. The Accessibility Framework includes Universal Design Features (components of the test construct to promote access), Designated Features (available for all students regardless of IEP, 504, or EL status), and Accommodations (available only to students with a documented need in an IEP, Section 504 Plan, or EL Plan). Educators and specialized teams should utilize this framework when considering both instructional and testing accessibility supports for all students.

Universal Design Features
Universal features are available to all students for accessing instructional or assessment content. Universal design features are accessibility supports that are either embedded and provided digitally through instructional or assessment technology or are nonembedded and provided at the local level.

<table>
<thead>
<tr>
<th>North Carolina Universal Design Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculator (assessments requiring calculator use only)</td>
</tr>
<tr>
<td>Breaks at predetermined intervals</td>
</tr>
<tr>
<td>Scratch paper</td>
</tr>
<tr>
<td>Pencils with erasers</td>
</tr>
<tr>
<td>Graph paper (mathematics tests)</td>
</tr>
<tr>
<td>Tests written using Plain English*</td>
</tr>
</tbody>
</table>

*Plain English is language selected with an emphasis on clarity, brevity, and avoidance of overly complex vocabulary.

Designated Features
Designated features are those features that are available for use by any student for whom the need has been indicated by an educator (or a team of educators) who is familiar with the student’s individual needs. Embedded designated features are provided digitally through instructional or assessment technology, while nonembedded designated features are provided locally.

Designated features must be assigned to a student by trained educators and/or teams using a consistent process as determined at the local level. The use of any of these designated features can be considered as a part of a standard test administration. In order to be used during an assessment, students must have experience using the designated features routinely during classroom instruction and with similar classroom assessments. They must not be introduced for the first time during state assessments.
For students with IEPs, Section 504 Plans, and EL Plans, the IEP team, 504 committee, or EL committee should make decisions on what designated features need to be provided. All designated features must be identified in the current IEP, Section 504 Plan, or EL Plan before test day.

Considerations and Instructions for Designated Features
Educators must use caution when determining the use of designated features as the use of one or more than one may overwhelm or distract particular students. Educators should also consider the needs of the entire class/group being tested to ensure that designated features used by one student will not interfere with the testing experience of any other student in the room. As noted in each assessment guide, all designated features must be provided at the beginning of testing.

The following designated features are approved by the North Carolina Testing Program for use by all students.

<table>
<thead>
<tr>
<th>Online Administrations</th>
<th>Paper/Pencil Administrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlighter Tool</td>
<td>Highlighters</td>
</tr>
<tr>
<td>Reading Tracker</td>
<td></td>
</tr>
<tr>
<td>• A tracking tool guides the student’s eyes while reading text.</td>
<td></td>
</tr>
<tr>
<td>• The reading tracker must be blank/empty on both sides for test administrations.</td>
<td></td>
</tr>
<tr>
<td>Color Contrast</td>
<td>Color Acetate Overlays</td>
</tr>
<tr>
<td>• A tool changes background color to provide higher contrast on a computer screen.</td>
<td></td>
</tr>
<tr>
<td>• The required Online Assessment Tutorial is used to determine a student’s preferred alternate background color.</td>
<td></td>
</tr>
<tr>
<td>• Options for color contrast include a background of white, yellow, green, grey, or cream with black font or a black background with white font.</td>
<td></td>
</tr>
<tr>
<td>• This tool must be preselected in the student interface questions (SIQ) on NC Test in order to be available at the time of testing.</td>
<td></td>
</tr>
<tr>
<td>Adapted Mouse</td>
<td></td>
</tr>
<tr>
<td>• Before testing, test administrators must ensure that any adapted mouse meets the requirements of the NC Testing Program.</td>
<td></td>
</tr>
<tr>
<td>Adapted Pencil</td>
<td></td>
</tr>
<tr>
<td>• larger diameter</td>
<td></td>
</tr>
<tr>
<td>• modified special grip for a No. 2 pencil</td>
<td></td>
</tr>
<tr>
<td>• mechanical No. 2 pencil</td>
<td></td>
</tr>
</tbody>
</table>
### Online Administrations

<table>
<thead>
<tr>
<th>Preferential Seating within the Regular Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Preferential seating within the regular classroom (i.e., not in a separate setting) may be used for students for the administration of all tests within the North Carolina Testing Program.</td>
</tr>
<tr>
<td>• Preferential seating may be appropriate for students who have difficulty maintaining attention in a group setting, students who use specialized equipment that may be distracting to others, or students with visual impairments who may need special lighting or to sit closer to the front of the room.</td>
</tr>
<tr>
<td>• Preferential seating must be used routinely during classroom instruction and similar classroom assessments.</td>
</tr>
<tr>
<td>• All preferential seating must be positioned in such a way that no student is able to see another student’s test documents.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adaptive Seating</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adaptive seating must be consistent with the seating used routinely during classroom instruction and similar classroom assessments.</td>
</tr>
<tr>
<td>• Adaptive seating may include, but is not limited to, round tables, standing desks, stability/yoga balls, working on the floor with a clipboard, sitting on a couch, or sitting on a floor mat at a table.</td>
</tr>
<tr>
<td>• All adaptive seating must be positioned in such a way that no student is able to see another student’s test documents.</td>
</tr>
<tr>
<td>• All rooms with adaptive seating designated for testing (including those to which students may be relocated) must be approved by the RAC before testing can occur.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Read Aloud Test Directions (in English)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Test administrators can read test directions aloud to students as many times as necessary for students to understand the directions.</td>
</tr>
<tr>
<td>• Test administrators must not omit, revise, interpret, explain, or paraphrase the test directions. Test directions must be read aloud to students as written in the assessment guides.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Redirection</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Test administrators may use proximal clues used routinely in classroom instruction, such as a light tap or gesture, to help maintain student engagement and/or redirect a student’s attention to the test.</td>
</tr>
<tr>
<td>• Test administrators must be sure that redirection is not used in such a way to reflect whether a student has provided correct or incorrect responses to test items.</td>
</tr>
<tr>
<td>• Redirection must be provided in a consistent manner and must not interfere with the standardization of the test administration.</td>
</tr>
</tbody>
</table>

### Paper/Pencil Administrations

<table>
<thead>
<tr>
<th>Preferential Seating within the Regular Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Preferential seating within the regular classroom (i.e., not in a separate setting) may be used for students for the administration of all tests within the North Carolina Testing Program.</td>
</tr>
<tr>
<td>• Preferential seating may be appropriate for students who have difficulty maintaining attention in a group setting, students who use specialized equipment that may be distracting to others, or students with visual impairments who may need special lighting or to sit closer to the front of the room.</td>
</tr>
<tr>
<td>• Preferential seating must be used routinely during classroom instruction and similar classroom assessments.</td>
</tr>
<tr>
<td>• All preferential seating must be positioned in such a way that no student is able to see another student’s test documents.</td>
</tr>
</tbody>
</table>

### Accommodations

Accommodations are changes in procedures or materials that ensure equitable access to instructional and assessment content and generate valid assessment results for students who need them. Accommodations are available in North Carolina for students with a current IEP, Section 504 Plan, or with an EL Plan. More information about accommodations for students with an IEP or Section 504 Plan can be found in the Testing Students with Disabilities publication located at [http://www.ncpublicschools.org/accountability/policies/tswd/](http://www.ncpublicschools.org/accountability/policies/tswd/). Information about accommodations available to ELs can be found in the Guidelines for Testing.
Accessibility Framework Decision-Making Support

The Council of Chief State School Officers (CCSSO) developed the following Five-step Decision-making Process for Administering Accessibility Supports to assist in making instructional and testing decisions for students with and without a documented disability. Educators may utilize this process to determine which accessibility supports, if any, are needed by students to maximize benefits from instructional and assessments scenarios.

- **Step 1: Expect Students to Achieve Grade-level Standards**
- **Step 2: Learn About the Accessibility Framework for Instruction and Assessment**
- **Step 3: Identify Accessibility Supports for Instruction and Assessment**
- **Step 4: Administer Accessibility Supports during Instruction and Assessment**
- **Step 5: Evaluate Use of Accessibility Supports in Instruction and Assessment**

*Students Identified as English Learners* publication located at [http://www.ncpublicschools.org/accountability/parents/lep](http://www.ncpublicschools.org/accountability/parents/lep).
### Appendix B1

**Testing Accommodations for ONLINE North Carolina Final Exams (NCFEs)**

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>Students with Disabilities/Section 504</th>
<th>Students Identified as English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Technology Devices</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Braille Writer/Slate and Stylus (Braille Paper)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Cranmer Abacus</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Dictation to a Scribe</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Word-to-Word Bilingual (English/Native Language)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Dictionary/Electronic Translator (ELs only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpreter/Transliterator Signs/Cues Test</td>
<td>No for English I, III, IV</td>
<td>No</td>
</tr>
<tr>
<td>Magnification Devices</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Multiple Testing Sessions</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Scheduled Extended Time</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Reads Test Aloud to Self</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Test Read Aloud (in English)</td>
<td>No for English I, III, IV</td>
<td>No</td>
</tr>
<tr>
<td>Testing in a Separate Room</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

1. To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of the appropriate use of these accommodations.

2. The accommodations listed in this chart are permissible for all NCFEs in the English, social studies, science, and mathematics content areas unless specified otherwise.

3. Reading aloud or signing/cueing the selections, test questions, or answer choices from the English I, English III, and English IV NCFEs invalidates test results because the assessments measure reading skills. However, test directions in this guide may be read aloud or signed/cued to students during English I, English III, and English IV. For online testing, the computer will generate the same test form at a grade level/subject area for all students who have the **Test Read Aloud (in English)** accommodation selected in their SIQ.
## Appendix B2

### Testing Accommodations for PAPER/PENCIL North Carolina Final Exams (NCFEs)

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

1. To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of the appropriate use of these accommodations.

2. The accommodations listed in this chart are permissible for all NCFEs in the English, social studies, science, and mathematics content areas unless specified otherwise.

3. Reading aloud or signing/cueing the selections, test questions, or answer choices from the English I, English III, and English IV NCFEs invalidates test results because the assessments measure reading skills. Only the test directions may be read aloud or signed/cued to students during English I, English III, and English IV. A testing session comprised of a small group is allowed to use one test form (i.e., same form letter and form number) for these accommodations at one testing site (i.e., classroom). A different form number must be used for each of these sessions within a school.
**Appendix C**

**Sample Review of Accommodations Used During Testing Form**

### Review of Accommodations Used During Testing

<table>
<thead>
<tr>
<th>Column 1: To Be Completed before Testing</th>
<th>Column 2: To Be Completed during/after Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check the required accommodations documented on the student’s IEP/Section 504 Plan/EL Plan/Transitory Impairment Documentation.</td>
<td>Yes this accommodation provided to the student during testing?</td>
</tr>
<tr>
<td>Example: Test Read Aloud (in English) Specify: Computer reads text aloud</td>
<td>Describe the specific details of how this accommodation was provided to the student. Did the student use the accommodation? If yes, how did he/she use it?</td>
</tr>
<tr>
<td>□ Braille Edition Specify:</td>
<td></td>
</tr>
<tr>
<td>□ Large Print Edition Specify:</td>
<td></td>
</tr>
<tr>
<td>□ One Test Item Per Page Edition Specify:</td>
<td></td>
</tr>
<tr>
<td>□ Assistive Technology Devices Specify:</td>
<td></td>
</tr>
<tr>
<td>□ Braille Writer/Note Pad and Stylus (and Braille Paper) Specify:</td>
<td></td>
</tr>
<tr>
<td>□ Cramer Abacus Specify:</td>
<td></td>
</tr>
<tr>
<td>□ Dictation to a Scribe Specify:</td>
<td></td>
</tr>
<tr>
<td>□ Interpreter/Translator Signs/Cues Test Specify:</td>
<td></td>
</tr>
<tr>
<td>□ Magnification Devices Specify:</td>
<td></td>
</tr>
<tr>
<td>□ Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (EL only) Specify:</td>
<td></td>
</tr>
<tr>
<td>□ Student Marks Answers in Test Book Specify:</td>
<td></td>
</tr>
<tr>
<td>□ Student Reads Test Aloud to Self Specifiy:</td>
<td></td>
</tr>
<tr>
<td>□ Text Read Aloud (in English) Specify:</td>
<td></td>
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<tr>
<td>□ Multiple Testing Sessions Specify:</td>
<td></td>
</tr>
<tr>
<td>□ Scheduled Extended Time Specify:</td>
<td></td>
</tr>
<tr>
<td>□ Testing in a Separate Room Specify:</td>
<td></td>
</tr>
<tr>
<td>□ Special NCDAAP-Approved Accommodation(s) Specify:</td>
<td></td>
</tr>
</tbody>
</table>

Printed name of person completing this portion of the form: ____________________________

Signature of person completing this portion of the form: ____________________________

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

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This form is available in electronic format at http://www.ncpublicschools.org/ia/accountability/policepicom.com.
Calculator Use
The minimum calculator requirement for the Chemistry, Physical Science, and Physics NCFEs is a scientific calculator. The minimum calculator requirement for the NC Math 2, Advanced Functions and Modeling, Discrete Mathematics, and Precalculus NCFEs is a graphing calculator.

Students may use calculators with more than the minimum requirements (e.g., fraction keys), provided that those additional features are not prohibited. However, school systems should be cautioned that the use of these features without prior training may confuse students and adversely affect their performance during the test administration.

Students are to use calculators that are similar to those used during classroom instruction within the current school year. Students who regularly use more than one calculator during classroom instructional activities may be permitted to use more than one calculator during the test administration.

Restrictions: Students are not allowed to share calculators during test administrations nor are they allowed to use calculators with the following functionalities:

- Calculators with wireless communication technologies (e.g., Bluetooth, Infrared, and IEEE 802.11)
- Calculators with built-in computer algebraic systems (CAS) capable of doing symbolic algebra (e.g., factoring, expanding, or simplifying given variable output) or symbolic calculus
- Pocket organizers
- Handheld, tablet, or laptop/notebook computers, unless specifically approved
- Calculators built into cell phones or other electronic communication devices (Note: Cell phones/electronic devices are not permitted during state test administrations.)
- Calculators in pen input/stylus-driven devices (e.g., palm-based devices, tablets, laptops/notebooks, and computers)
- Calculators requiring access to an electrical outlet (except for students needing special accommodations)
- Calculators that make noises of any kind that cannot be disabled (except for students needing special accommodations)
- Calculators that use a QWERTY (typewriter-style) keyboard
- Calculators that use paper tape

The following list includes calculators not permitted for use on NCFEs. The list is not all-inclusive. If the LEA test coordinator believes calculator brands other than those listed below may need to be restricted, then he or she must contact the RAC for confirmation before excluding them.

- Texas Instruments: All model numbers that begin with TI-89 or TI-92, Voyage 200, Nspire CAS (TI-Nspire CX CAS and TI-Nspire CAS with touchpad)
Appendix D (continued)

- Hewlett-Packard: HP 48GII and all models that begin with HP 40G, HP 49G, or HP 50G
- Casio: Algebra fx 2.0, ClassPad 300, and all models that begin with CFX-9970G
- Virtual calculators, downloaded calculators, and calculator apps
- Calculators accessible by desktop, laptop, or other devices (e.g., iPad and Chromebook)

Texas Instruments TI-Nspire calculators without CAS are allowed only in the following two cases: (1) with the TI-84 Plus keypad or (2) with the Nspire keypad using operating system 1.7 or higher with both “limit geometry functions” and “disable function grab and move” invoked in Press-to-Test mode.

Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal’s designee must clear the calculator memory and all applications (including preloaded) of all calculators that will be used during each administration of the test. Only the test administrator or principal’s designee is allowed to carry out this procedure. Procedures for clearing the calculator memory (including standard memory, ROM, and Flash ROM) that are appropriate for the specific calculator model(s) must be used. The test administrator or principal’s designee should use caution when clearing calculators because different calculators require different procedures. In some cases, the calculator’s memory and applications are cleared or disabled and in others they are deleted (permanently removed).

Because the memory and all applications must be cleared and all data stored in the calculator erased, students who wish to use their own calculators must be told before the test day to back up all data and programs that they wish to save. After the test administration, the test administrator or principal’s designee should enable the memory and applications of the students’ calculators.

Comprehensive clearing procedures for calculators most frequently used in the state are available in Appendices D1–D6 of this guide. In addition, major calculator vendors have support teams who assist test administrators clearing calculators. Vendor contact information can be obtained through the school system test coordinator.

Note: As curricula and technology change, the policy concerning calculator requirements on North Carolina assessments will be reevaluated.
Appendix D1

Method for Clearing Memory: Memory Management to Reset Calculator Models: All TI-83 Plus and All TI-84 Plus Models
(See note for TI-73, TI-80, TI-82, TI-83, TI-85, and TI-86 models)

Overview: All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal’s designee must clear the calculator memory and all applications (including preloaded) of all calculators to be used during the administration of the test. The memory management function on Texas Instruments graphing calculators will permanently delete all data, programs, and lists from RAM. Archive memories, including Apps, are cleared from TI-83 Plus and TI-84 Plus models.

Before Testing:

1. Select the memory management function by pressing the 2nd key and then the MEM key (the + key).
2. Choose RESET from the menu options.
3. Using the right arrow/cursor key, press the key twice to highlight ALL.
4. Press the ENTER key.

After Each Test Administration:

5. The calculator will confirm the intention to delete all data and programs from RAM and/or archive memory. Choose 2: Reset and then press ENTER. (This may take a few seconds to process.)
6. The calculator will verify that the appropriate files and memory have been cleared.

Repeat the process outlined in steps 1–6, or below for older models.

Note: Calculator Reset varies on older model calculators from Texas Instruments.

TI-73, TI-80, TI-82, TI-83, TI-85, and TI-86

Press 2nd and then MEM. Select Reset. Select All, or Reset (if All is not an option). Select options to confirm, if prompted.

TI-81

Press 2nd and then Reset. Select Reset.
Appendix D2

Method for Clearing Applications & Memory: TI TestGuard™ App
Calculator Models: TI-83 Plus Family and TI-84 Plus Family

Overview: All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal’s designee must clear the calculator memory and all applications (including preloaded) of all calculators to be used during the administration of the test. TI TestGuard™ is an application that can be implemented with TI-83 Plus and TI-84 Plus graphing calculators as a means of “clearing the memory and applications” of student calculators. TI TestGuard permanently deletes selected applications from TI-83 Plus and TI-84 Plus student calculators and can be obtained directly from Texas Instruments. It is a software program designated for educators only and should be run from the teacher’s graphing calculator only.

Note: Steps 1–4 are preliminary functions done on a teacher’s calculator that has been preloaded with the TestGuard App.

1. Start with the calculator cleared screen. Press the “APPS” key.

   ![APPLICATIONS](finance, a1ch5, alg1prt1, areaform, cabrijr)

2. Select the App with “TestGrd” in the title.

   ![APPLICATIONS](testgrd, transfrm)

3. Choose 1: Setup Calcs from the TestGuard home screen.

   ![TESTGUARD HOME](1: Setup Calcs, 2: Start Transfer, 3: Setup Summary)

4. Confirm that “DELETE” and “ALL” are selected and then press OK (the soft key associated with the “ZOOM” key).

   ![SETUP CALCS](DELETE, DISABLE, ALL RAM/ARC APPS, ANGLE: RADIAN DEGREE)

5. Connect the teacher’s graphing calculator to the first student’s calculator using a unit-to-unit link cable. (TestGuard is not compatible with the USB cable.)

   ![Note: The note on the student’s calculator displays for a brief time.](transferring...complete, confirmation code: rbbw, 1: again, 2: quit)

6. Complete on the teacher’s calculator: Select 2: Start Transfer from the TESTGUARD screen and press ENTER.

   ![Note: When the deletion process is complete on the first student’s calculator, a TestGuard confirmation screen will be displayed on the teacher’s calculator.](transferring...complete, confirmation code: rbbw, 1: again, 2: quit)

   ![Note: The note on the student’s calculator displays for a brief time.](transfer complete, confirmation code: rbbw)
7. Disconnect the link cable from the first student’s calculator and connect to the next student’s calculator. Then select 1:Again.

**TESTGUARD**
TRANSFERRING...COMPLETE

CONFIRMATION CODE: RBBW
1:Again
2:Quit

**APPLICATIONS**
1:Finance

Note: Repeat Steps 5–7 with all student calculators to be used in the test administration.

Note: By pressing the APPS key on a student’s calculator, it can be confirmed again that this process has been successfully completed.
Method for Clearing Applications & Memory: Press-to-Test
Calculator Models: All TI-84 Plus Models

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

Before Testing:

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

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

After Each Test Administration:

3. Press the ENTER key to return to the home screen of the calculator.

4. Press the APPS key to confirm again that this process has been successfully completed.

Note: Repeat Steps 1–4 after every test administration.
To Be Completed at the Conclusion of Testing:

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

1. Connect a unit-to-unit link cable (black) to both the sending calculator and the receiving calculator.

2. On the receiving unit, press 2nd-LINK to access Link Menu, and then press right arrow to highlight RECEIVE. Press ENTER and you should see a “Waiting....” message on the screen.

3. On the sending calculator, press 2nd-LINK to access Link Menu, and then arrow down to find the type of file you desire to send.

4. From the list of available files of the type you have selected, arrow down to the file to be sent and press ENTER. You can select as many files as you desire.

5. Press the right arrow, to highlight “Transmit” and press ENTER.

   Note: If a question appears about duplication, select override.

6. The transfer is complete when you see “Done” on the receiving screen and “Done” on the sending screen.
## TI-Nspire and TI-Nspire CX Press-to-Test Mode Keystrokes

**Overview:** All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal’s designee must clear the calculator memory and applications (including preloaded) of all calculators to be used during the administration of the test. This version of the operating system has Press-to-Test. This feature temporarily disables all calculator files. **Press-to-Test does not permanently delete** these files from the calculator, facilitating a quick and easy restoration of these files to the affected calculator.

1. Turn the calculator OFF with the [ctrl] and then [on] keys.

2. With the calculator turned OFF, press and hold down [esc] and [home icon] keys at the same time. Older models additionally require pressing the [on] key at the same time. Release the keys after you see the dialog box (pictured below in Step 3).

3. Make your selections for the default angle setting and select functions to enable (uncheck) versus keep disabled (checked). Use the [tab] key to move to the different options in the dialog box and click to uncheck. The following functions must remain disabled (checked)
   - “Limiting geometry functions” and
   - “Disable function and conic grab and move, and disable change of equation form”.
   You may enable (uncheck) the “**Disable \( \log_b x \) template and summation functions**”. When complete, highlight [Enter Press-to-Test] or [OK] (on older models) and press [enter]. The TI-Nspire will reboot with a status bar.

4. Notice the flashing LED at the top of the device. It will flash green if all functions remain checked. It will flash amber/yellow if you uncheck “**Disable \( \log_b x \) template and summation functions**”. During the rebooting process, there is also a red light combined with the green or amber light. Once reboot is complete, the red light goes away and the green/yellow light continues to flash.
5. After the reboot, you will see a dialogue box that confirms you have entered Press-to-Test. Click [OK] to proceed.

(Dialogue box on older models)

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

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

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

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

Exiting Press-to-Test mode:
   - Connect two TI-Nspire or TI-Nspire CX using a unit-to-unit USB cable.
   - Press the [home icon] key and select My Documents.
   - Press the [doc] key. Or, on older models, press the [ctrl] and then the [Tools icon].
   - Select the Press-to-Test options to Exit Press-to-Test.
   - Contact TI to learn about other methods to exit Press-to-Test.
Overview: All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal’s designee must clear the calculator memory and all applications (including preloaded) of all calculators to be used during the administration of the test.

Resetting the Calculator

1. Highlight the MEM icon on the main menu and press EXE.

2. Using the down arrow of the replay key, move the highlighting to “Reset.”

3. Press F1 (Yes) to reset the calculator or F6 (No) to abort the operation.

4. Once the window resets, a “Memory Cleared!” message is displayed. Press the Menu Key to return to Main Menu.

Quick Reset
You can reset the calculator by using an object like the thin, pointed end of a paper clip. Simply locate the small P-button on the back of the calculator and press the button with the end of the paper clip. This will put the screen in Step 3. “Reset All Memories” mode; then press F1 (Yes) to Reset or F6 (No) to abort the operation. Once reset, press Menu to return to the Main Menu screen.
Appendix E
Addressing Technical Issues

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

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

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

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

- E-mail ncdesk@ncsu.edu
- Phone (919) 515-1320
- Hours 7:30 a.m. until 5:00 p.m., Monday through Friday (excluding holidays)

The following information should be provided when contacting the Help Desk:

- First and last name and title/position of contact person
- Phone number and/or e-mail address for a response from the Help Desk
- School district name
- School name
Appendix E (continued)

- LEA/school code
- Test name (course or subject and grade level)
- Form number (available at the top of the screen)
- Description of the problem
- Error message(s) (document the words verbatim)
- Specific item number(s), if applicable
- Operating system name and version number
- Secure platform being used (e.g., NCTest Chrome App for Chromebooks, NCTest Secure Browser, or NCTest iPad App)
- Steps taken locally to resolve the issue

The Help Desk should provide callers with a ticket number for reference. If the Help Desk does not provide a ticket number, the caller should request one.

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

Items Not Displaying or Not Displaying Correctly
If an item does not appear, only a portion of the item appears, or the information for the item does not match the answer choices, the student or the test administrator should click either the NEXT or BACK button to refresh the item.

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

Items Appearing Slowly on the Screen
If items are appearing very slowly, this could mean that the server, the network, or the student’s computer or tablet is running very slowly. If this occurs at any time during the test administration and it is determined that network utilization is peaking, it is strongly recommended that steps be taken to reduce network traffic. This may involve reducing the number of students testing, prioritizing Internet traffic, or other similar actions.
BEGIN TEST HERE

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<table>
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ABSENT FROM MAKEUP

Stock No. 18988
NC Final Exam 2018–19
English III

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

1. Mark any of the following if it applies to this student.
   - ☐ Student Identified Only Under Section 504
   - ☐ Student Identified with a Transitory Impairment

2. Which, if any, of the following accommodations were provided to this student
during this test administration? (Mark all that apply.)
   - ☐ Braille Edition
   - ☐ Large Print Edition
   - ☐ Assistive Tech. Devices
   - ☐ Cranmer Abacus
   - ☐ Dictation to a Scribe
   - ☐ Magnification Devices
   - ☐ Word-to-Word Bilingual (English/Native Language)
   - ☐ Dictionary/Electronic Translator
   - ☐ Braille Writer/Slate & Stylus (Braille Paper)
   - ☐ Special NCDPI-Approved Accommodation

Special Codes

Form

☐ Absent from Makeup
Appendix H
Test Development Process
How Our Teachers Write and Review Test Items

North Carolina teachers are very involved in the development of the End-of-Grade (EOG) Assessments, End-of-Course (EOC) Assessments, and the NC Final Exams beginning with the item writing process as explained below:

- North Carolina professional educators from across the state who have current classroom experience are recruited and trained as item writers and developers for state tests.
- The use of classroom teachers from across the state ensures that instructional validity is maintained.
- Diversity among the item writers and their knowledge of the current state-adopted content standards are addressed during recruitment.

North Carolina teachers are also recruited for reviewing the written test items.

- Each item reviewer receives training in item writing and reviewing test items.
- Based on the comments from the reviewers, items are revised and/or rewritten, item-objective matches are re-examined and changed where necessary, and introductions and diagrams for passages are refined.
- Analyses occur to verify alignment of the items to the curriculum.
- Additional items are developed as necessary to ensure sufficiency of the item pool.
- Test-development staff members as well as curriculum specialists review each item.
- Representation for students with special needs is included in the review.
- The process continues until a specified number of test items are written to each objective, edited, reviewed, edited, and finalized.

If a teacher is interested in training to become an item writer or reviewer for the North Carolina Testing Program, visit https://center.ncsu.edu/ncpd/course/view.php?id=128 to access the training materials.

For an in-depth explanation of the multiple-choice test development process, see State Board policy TEST-013.
Testing Code of Ethics

Introduction

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

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

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

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

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

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

**Scoring, Analysis, and Reporting**
- interpreting test results to the appropriate audience
- providing adequate data analyses to guide curriculum implementation and improvement

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

(a) This Rule sets out the administrative testing procedures and testing code of ethics and shall apply to all public school employees, including charter school and regional school employees, who are involved in the state testing program.

(b) The superintendent/charter school director or superintendent's/charter school director’s designee shall develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher.

(c) The superintendent/charter school director or superintendent's/charter school director’s designee shall instruct personnel who are responsible for the testing program in testing administration procedures. This instruction shall include test administrations that require testing accommodations and shall emphasize the need to follow the directions outlined by the test publisher.

(d) The superintendent/charter school director or superintendent's/charter school director’s designee shall designate the personnel who are authorized to have access to secure test materials. “Access” to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items.
   (1) Persons who have access to secure test materials shall not use those materials for personal gain.
   (2) No person may copy, reproduce, or paraphrase in any manner or for any reason the test materials without the express written consent of the test publisher.

(e) The principal shall ensure test security within the school building.
   (1) The principal shall store test materials in a secure, locked facility. The principal shall allow test materials to be distributed immediately before the test administration.

(f) Any breach of security, loss of materials, failure to account for materials, or any other deviation from required security procedures shall be reported immediately to the principal, school test coordinator, school system (LEA) test coordinator, superintendent/charter school director, and regional accountability coordinator.

(g) Preparation for testing.
   (1) The superintendent/charter school director shall ensure that school system (LEA) test coordinators:
      (A) secure necessary materials;
      (B) plan and implement training for school test coordinators, test administrators, and proctors;
      (C) ensure each school test coordinator and test administrator is trained before each test administration on the policies and procedures for conducting a proper test administration and for processing and returning test materials; and
      (D) in conjunction with program administrators, ensure the need for test accommodations is documented and that accommodations are limited to the specific need.
   (2) The principal or the principal’s designee shall serve as school test coordinator.
   (3) The principal shall ensure the school test coordinator:
      (A) maintains test security and accountability of test materials;
      (1) Before each test administration, the school test coordinator shall accurately count and distribute test materials.
      (2) Immediately after each test administration, the school test coordinator shall collect, count, and return all test materials to the secure, locked storage facility.
(B) establishes any needed school policies and procedures to assure all eligible students are tested fairly;
(C) identifies and trains personnel, proctors, and backup personnel for test administrations; and
(D) encourages a positive atmosphere for testing.

(4) Test administrators shall be school personnel who have professional training in education and the state testing program.

(5) Teachers shall provide instruction that meets or exceeds the state-adopted curriculum standards to meet the needs of the specific students in the class. Teachers may help students improve test-taking skills by:
(A) helping students become familiar with test formats using curricular content;
(B) teaching students test-taking strategies and providing practice sessions;
(C) helping students learn ways of preparing to take tests; and
(D) using resource materials such as test questions from test item banks and linking documents in instruction and test preparation.

(h) Test administration.
(1) The superintendent/charter school director or superintendent’s/charter school director’s designee shall:
(A) assure each school establishes procedures to ensure all test administrators comply with test publisher guidelines;
(B) inform the local board of education of any breach of this code of ethics; and
(C) inform school system (LEA) test coordinators and principals of their responsibilities.

(2) The school test coordinator shall:
(A) assure school personnel know the content of state and local testing policies;
(B) implement the school system and local testing policies and procedures to assure all eligible students are tested fairly;
(C) ensure trained proctors are assigned to test administrations by the principal; and
(D) ensure all testing irregularities are reported to the school system (LEA) test coordinator.

(3) Test administrators shall:
(A) administer tests according to the directions in the assessment guide and any subsequent updates developed by the test publisher;
(B) administer tests to all eligible students;
(C) report all testing irregularities to the school test coordinator; and
(D) provide a positive test-taking environment.

(4) Proctors shall serve as additional monitors to help the test administrator assure that testing occurs fairly.

(i) Scoring. The school system test coordinator shall:
(1) ensure each test is scored according to the procedures and guidelines defined for the test by the test publisher;
(2) maintain quality control during the entire scoring process, which consists of handling and editing documents, scanning answer documents, and producing electronic files and reports. Quality control shall address at a minimum accuracy and scoring consistency.
(3) maintain security of tests and data files at all times, including:
(A) protecting the confidentiality of students at all times when publicizing test results; and
(B) maintaining test security of answer keys and item-specific scoring rubrics.

(j) Analysis and reporting. Educators shall use test scores appropriately. This means that the educator recognizes that a test score is only one piece of information and must be interpreted together with
other scores and indicators. Test data help educators understand educational patterns and practices. The superintendent shall ensure that school personnel analyze and report test data ethically and within the limitations described in this paragraph.

(1) Educators shall maintain the confidentiality of individual students. Publicizing test scores or any written material containing personally identifiable information from the student’s educational records shall not be disseminated or otherwise made available to the public by any member of the State Board of Education, any employee of the State Board of Education, the State Superintendent of Public Instruction, any employee of the North Carolina Department of Public Instruction, any member of a local board of education, any employee of a local board of education, or any other person, except as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C.§1232g.

(2) Educators shall release test scores to students, parents, legal guardians, teachers, and the media with interpretive materials as needed.

(3) Staff development relating to testing must enable school personnel to respond knowledgeably to questions related to testing, including the tests, scores, scoring procedures, and other interpretive materials.

(4) Items and associated materials on a secure test shall not be in the public domain. Only items that are within the public domain may be used for item analysis.

(5) Data analysis of test scores for decision-making purposes shall be based upon:
   (A) disaggregation of data based upon student demographics and other collected variables;
   (B) examination of grading practices in relation to test scores; and
   (C) examination of growth trends and goal summary reports for state-mandated tests.

(k) Unethical testing practices include, but are not limited to, the following practices:
   (1) encouraging students to be absent the day of testing;
   (2) encouraging students not to do their best;
   (3) using secure test items or modified secure test items for instruction;
   (4) changing student responses at any time;
   (5) interpreting, explaining, or paraphrasing the test directions or the test items;
   (6) reclassifying students solely for the purpose of avoiding state testing;
   (7) not testing all eligible students;
   (8) failing to provide required accommodations during testing;
   (9) modifying scoring programs including answer keys, equating files, and lookup tables;
   (10) modifying student records solely for the purpose of raising test scores;
   (11) using a single test score to make individual decisions; and
   (12) misleading the public concerning the results and interpretations of test data.

(l) In the event of a violation of this Rule, the State Board of Education may, in accordance with the contested case provisions of Chapter 150B of the General Statutes, impose any one or more of the following sanctions:
   (1) withhold any applicable monetary incentive awards;
   (2) file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;
   (3) seek criminal prosecution of the person or persons responsible for the violation; and
   (4) in accordance with the provisions of 16 NCAC 6C.0312, suspend or revoke the professional license of the person or persons responsible for the violation.

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