North Carolina
Test Coordinators'
Policies and Procedures
Handbook

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

Division of Accountability Services/North Carolina Testing
Program
Raleigh, North Carolina 27699-6314

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A. Introduction

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

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

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

Fundamental Testing Premises

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

- *Fairness*: Be fair and consistent in following policies and procedures.

- *Equality*: Students must have equal opportunity when taking tests. Any special arrangements or accommodations must be in accordance with the rules, procedures, and validity of the assessment. Special arrangements or accommodations must never be used for score enhancement.

- *Flexibility*: North Carolina-developed tests are standards-based, criterion-referenced tests that are flexible in terms of allowing students the necessary amount of time to finish. Students with disabilities and students identified as English Learners (ELs) may receive approved accommodations to complete certain assessments.

- *Security*: Test security must be maintained at all times. Test materials must be stored in a secure, locked storage facility when not in use. Properly trained test administrators must always be present during test administrations. A trained proctor should always be assigned and present for each test administration regardless of the number of students being tested unless otherwise authorized by the North Carolina Department of Public Instruction (NCDPI) Testing and Accountability Program.

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

The Test Development Process

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

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

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

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

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

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

Protocol for Communication

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

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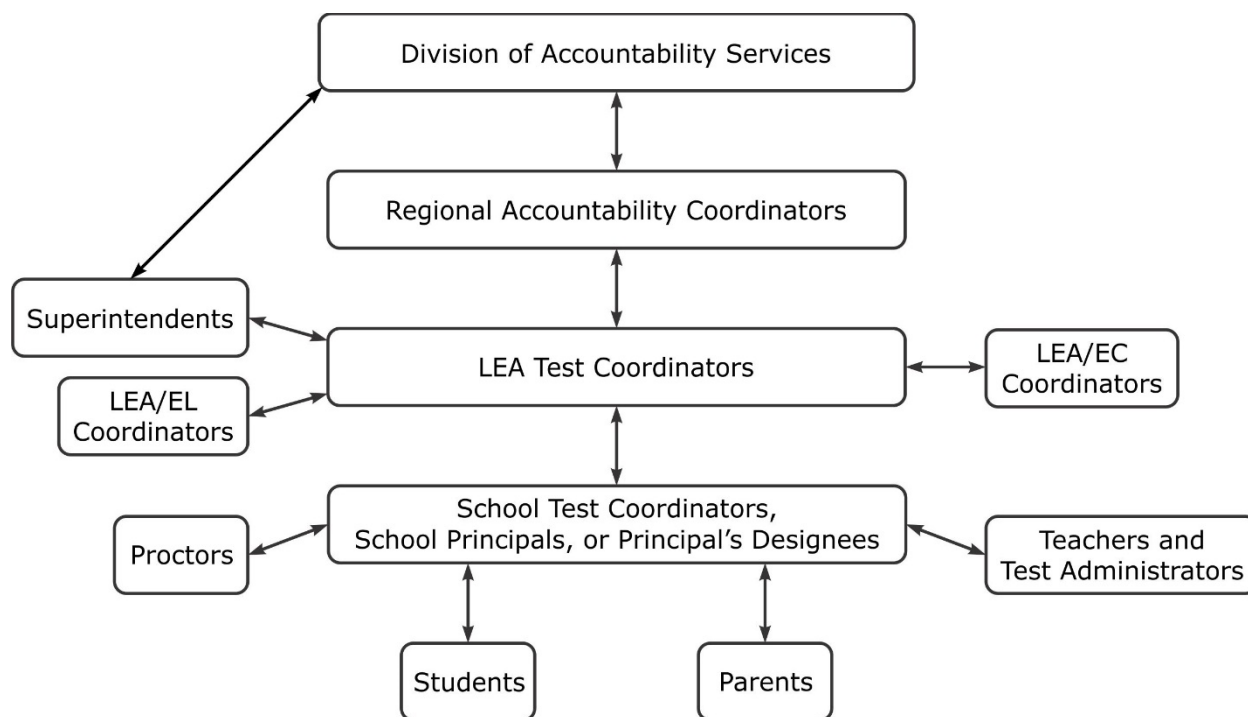
Important Websites for Communicating Information

Testing News Network (TNN)

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

Public Schools of North Carolina Accountability Services Division

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

Technical Requirements for NCTest

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

Nonpublic Schools Testing Service

The Center for Urban Affairs and Community Services (CUACS) provides access to secure state test materials to nonpublic schools through the Nonpublic Schools Testing Service (NPSTS) program. This program is sanctioned by the NCDPI and is operated on a cost recovery basis. For more information on the NPSTS see https://center.ncsu.edu/ncaccount/course/view.php?id=27.

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

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

Test Specification Information

Test specification documents are available for each state-mandated assessment administered by
the North Carolina Testing Program. These documents provide technical information about the
assessments such as types of items, number of items, delivery mode, assessed standards, and the
weight distribution (percentage) of each assessed standard.

Test specification information for EOG and EOC assessments is available at
http://www.dpi.state.nc.us/accountability/testing/technicalnotes.

Test specification information for the NCFEs is available at
http://www.ncpublicschools.org/accountability/common-exams/specifications/.

B. Test Security

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

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

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

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

Third-Party Service Providers and Personally Identifiable Information

Several LEAs and charter schools contract with third-party data-sharing vendors. In doing so, the third party can be designated a "school official" as defined by the Family Educational Rights and Privacy Act (FERPA). Whether a third-party provider, such as Google Apps for Education or Dropbox Business, is designated a school official as defined by FERPA, is at the discretion of the LEA or charter school. The legal relationship with third-party service providers is by and between the LEA/charter school and the third-party service providers. The NCDPI does not endorse or prohibit the use of any third-party vendors. However, LEAs and charter schools are encouraged to consult

with their legal counsel and leadership when determining what third party meets their specific requirements. Such requirements must include certification that the third-party vendor is FERPA compliant. The LEA/charter school is responsible for the security of students' personally identifiable information (PII).

Only LEA-/charter-contracted sharing services that provide FERPA compliance certification should be used when sharing PII via shared files. Personal e-mail or personal sharing services accounts should <u>never</u> be used to transfer student data/PII.

Handling and Use of Personally Identifiable Information

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

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

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

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

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

When sending e-mail, ensure it contains the least amount of FERPA-protected information as possible. The subject line of an e-mail should not include FERPA-protected information; the body of

an e-mail should not contain highly sensitive FERPA-protected information, such as a student's Social Security Number.

Fax machines and printers used to send and receive secure data must be located in areas that are secure.

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

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

Testing Code of Ethics

State Board policy TEST-010, the North Carolina Testing Code of Ethics, addresses appropriate professional practices for central office and school administrators, test coordinators, teachers (test administrators), and proctors in the areas of securing tests; administering tests; and scoring, reporting, and interpreting test results. Ethical practices for administering North Carolina tests include but are not limited to (1) informing students about the tests and why the tests are important, (2) informing students and parents how the tests and test results will be used, (3) ensuring all eligible students take the tests, (4) encouraging students to attempt to respond to all test items and do their best, (5) preparing students to take the tests, and (6) sharing the results of the tests along with any available interpretation of the scores with students and parents within the allotted timelines. In addition, the importance of maintaining test security at all times must be stressed. Ethical practices ensure validity of the test results.

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

Accounting for and Storing Test Materials

According to SBE policy TEST-001, LEAs and charters shall

- "account to the department for all tests received,

- provide a secure, locked storage facility for all tests received,

- prohibit the reproduction of any or all parts of the test, and

- prohibit their employees from disclosing the content of the tests or specific items contained in the tests to persons other than authorized employees of the LEA."

Every LEA and school must have a clearly defined system of checkout and check-in of test materials to ensure at each level of distribution and collection (LEA, school, and classroom) all secure materials are tracked and accounted for. LEA/charter school test coordinators must inventory test

materials upon arrival from Technical Outreach for Public Schools (TOPS) and must immediately inform TOPS of any discrepancies in the shipment.

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

As established by SBE policy TEST-010, the *Testing Code of Ethics,* the principal must ensure test security within the school building and store the test materials in a secure, locked facility except when in use. The principal must establish a procedure to have test materials distributed immediately before each test administration. Also before each test administration, the school test coordinator must accurately count and distribute test materials to each test administrator. Each test administrator must count and record in writing the number of secure test materials and supplemental materials specified in the assessment guide or published supplements or updates

- when the materials are first received,

- before the distribution of materials to students,

- after the test administration, and

- when the materials are returned to the school test coordinator.

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

All testing materials must be returned to the school test coordinator according to directions specified in the assessment guide. Immediately after each test administration, the school test coordinator shall collect, count, and return all test materials to the secure, locked facility. Any discrepancies in the count must be reported immediately to the school system test coordinator. Upon notification, the school system test coordinator must report the discrepancies to the RAC and ensure all procedures in the Online Testing Irregularity Submission System (OTISS) are followed, and the OTISS report is submitted within five (5) days of the occurrence.

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

Prohibited Items in the Testing Room

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

- Electronic devices. Other than permitted calculators, students are not allowed to use or have in their possession cell phones or any other electronic recording, listening, scanning, or photographic devices at any time during testing, <u>including breaks</u>. **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.**
  - o 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.

  - o If the student must be removed from testing because he/she has a cell phone/electronic device during testing, the test administrator must not leave the testing room unattended. The test administrator must remain in the room, and the school test coordinator must be notified and the student removed.

  - o Before testing begins, test administrators and proctors must turn off their personal cell phones/electronic devices and ensure these devices are not visible during testing, including breaks. Test administrators' and proctors' personal cell phones/electronic devices must not be used during the test administration or during breaks.

- Personal belongings 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, <u>including breaks</u>.

- Students who complete the test before the scheduled time is over must be provided the opportunity to read novels or other nontextbooks (e.g., magazines) while waiting for other students to finish the test. For paper-and-pencil administrations, test administrators must collect student answer sheets, test books, and all other ancillary materials (e.g., calculators, used papers) before students are allowed to take out their reading materials. For online assessments, test administrators must ensure students have clicked the End Test button to close the test and must collect all ancillary materials (e.g., calculators, used papers) before students are allowed to take out their reading materials.

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

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

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

> Tammy Howard
> Department of Public Instruction
> Accountability Services
> 6314 Mail Service Center
> Raleigh, NC 27699-6314

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

Testing Security Protocol and Procedures for School Personnel

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

Viewing Secure State Tests/Obtaining Data for Research

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

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

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

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

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

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

> Tammy Howard
> Department of Public Instruction
> Accountability Services
> 6314 Mail Service Center
> Raleigh, NC 27699-6314

Letters of request should include:

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

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

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

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

While parents/guardians may take notes about the information shared before viewing the secure test materials, no note-taking is permitted during the actual viewing of secure test materials. Also, before viewing secure test materials, each parent/guardian is required to read and sign a test security agreement form. One copy will be retained by the NCDPI; each parent/guardian may take

a duplicate copy with him/her. If a parent/guardian refuses to sign the test security agreement form, the parent/guardian may not view secure test materials at that time.

Maintaining the Confidentiality and Security of Testing and Accountability Data

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

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

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

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

- **WinScan Files.** WinScan files contain data that are for test development and accountability purposes only, and their release would violate test security. See the *Security of WinScan Data Records* section for additional information on the release of WinScan files.

- **Economically Disadvantaged Student (EDS) and Community Eligibility Provision (CEP).** The EDS and CEP data are property of the NCDPI and School Nutrition Services. Testing and Accountability has access to the data through a Memorandum of Understanding (MOU). LEA test coordinators are bound by the requirements of the MOU and FERPA to preserve the confidentiality of those data. Releasing these data to anyone in any manner that would allow the identification of the EDS/CEP status of an individual student would be a violation of federal law.

- **Answer Keys.** District test coordinators must not release answer keys or any information linking these keys to particular test forms. To do so would violate test security. Answer keys and related information are used for test development, scoring, and maintenance of the North Carolina Testing Program.

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

> Tammy Howard
> Department of Public Instruction
> Accountability Services
> 6314 Mail Service Center
> Raleigh, NC 27699-6314

Letters of request must include

- the specific data requested,

- why the request is being made, and

- what will be done with the data.

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

Security of WinScan Data Records

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

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

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

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

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

- school officials with legitimate educational interest

- other schools to which a student is transferring

- specified officials for audit or evaluation purposes

- appropriate parties in connection with financial aid to a student

- organizations conducting certain studies for or on behalf of the school

- accrediting organizations

- to comply with a judicial order or lawfully issued subpoena

- appropriate officials in cases of health and safety emergencies

- state and local authorities, within a juvenile justice system, pursuant to specific state law

C. Roles and Responsibilities

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

Responsibilities of the NC Department of Public Instruction

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

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

Training of School System (LEA) and Charter School Test Coordinators

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

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

School System (LEA) Test Coordinator's Responsibilities

"The superintendent shall act as or appoint a school system (LEA) testing and accountability coordinator" (SBE policy TEST-002). The LEA test coordinator is "to assist in the local administration, reporting, and interpretation of test results and other accountability measures in the North Carolina Testing Program." The LEA test coordinator will train local personnel who are responsible for test administration procedures. This instruction shall include procedures for test administrations that require accommodations and shall emphasize the need to follow the directions outlined by the test publisher. Maintaining test security is a major responsibility of the LEA test coordinator. LEA test coordinators shall oversee the following procedures:

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

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

- Ensure an annual written testing plan for the school system is developed and disseminated to each school before the beginning of the school year. The overall testing plan must include, but is not limited to, rules for test administrator training, test security, proper testing environment, administering the secure tests, auditing test administrations, and preparing and returning secure test materials. An electronic copy of the testing plan must be submitted annually to the RAC by September 30. A sample *LEA/Charter Annual Testing Plan* is included in Section V of this guide that can be edited to suit the needs of the LEA.

- At the beginning of each school year, provide information to teachers, students, and parents or guardians advising them of the districtwide and state-mandated tests that students will be required to take during the school year (including field tests and special studies), the dates the tests will be administered, and how the results from the tests will be used. Also, the information provided to parents must include whether the SBE or local board of education requires the test(s) (SBE policy TEST-001).

- Develop local policies and procedures to ensure maximum test security in accordance with the policies and procedures developed by the test publisher.

- Provide information about test security and inform staff of sanctions, penalties, or other possible consequences for test security violations.

- Designate the personnel who are authorized to have access to test materials. "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items (SBE policy TEST-010).

- Assist the principal at each school in understanding his/her duties and responsibilities relative to the state testing program and the implementation of state tests.

- Ensure that *all* school principals read and sign annually the North Carolina *Testing Code of Ethics* and a Test Security Agreement. The original signed copies must be kept on file with the LEA test coordinator. A sample *Principal's Test Security Agreement* is included in Section V of this guide that can be edited to suit the needs of the LEA.

- Ensure that student placement decisions are not solely based on test scores (SBE policy SCOS-016).

- Ensure the school test coordinator and the test administrators at each school are school district or school personnel who have professional training in education and the North Carolina Testing Program (SBE policy TEST-010).

- Ensure that *all* school test coordinators read and sign annually the North Carolina *Testing Code of Ethics* and a School Test Coordinator Test Security Agreement. The original signed copies must be kept on file with the LEA test coordinator. A sample *School Test Coordinator's Security Agreement* is included in Section V of this guide that can be edited to suit the needs of the LEA.

- Develop and make available to school test coordinators a Test Security Agreement form for test administrators participating in training for the administration of North Carolina state-mandated assessments. A sample *Test Administrator's Security Agreement* is included in Section V of this guide that can be edited to suit the needs of the LEA.

- Ensure all test administrators sign a Test Security Agreement at every test administration training session and the signed forms are kept on file at the school.

- Oversee the planning and implementation of training for school test coordinators, test administrators, and proctors.

- Maintain accurate attendance records for all training sessions, and keep these records on file at the testing office.

- Ensure each school establishes procedures to ensure all test administrators comply with the test publisher's guidelines.

- Ensure all appropriate staff receive training in procedures for providing approved accommodations for state-mandated tests to students with disabilities and students identified as ELs.

- Ensure each school has a secure, locked facility in which test materials will be stored and clearly understands test material handling and storage procedures. Access to the storage area must be limited to one or two authorized school personnel when secure materials are being stored. Unauthorized personnel (e.g., cleaning staff) must not have access to the storage area where secure materials are stored.

- Monitor to ensure the system and school-by-school plans for administering tests under secure conditions are implemented appropriately.

- Prohibit LEA/school employees from disclosing the general content of the tests or specific items contained in the tests to persons other than authorized employees of the school system.

- Ensure all eligible students are tested.

- Maintain accurate records of student membership and assist in identifying students who are eligible to take the test in order to secure the appropriate quantity of materials.

- Order sufficient copies of test materials.

- Account to the NCDPI for all test materials received, and house all test materials in a secure, locked facility.

- Develop a system of checkout and check-in of test materials to ensure at each level of distribution and collection (LEA, school, classroom) all secure materials are tracked, returned, and accounted for.

- Ensure each school test coordinator develops and documents in writing a schoolwide testing plan for administering tests under secure conditions.

- Ensure each school test coordinator receives and stores test books, assessment guides, and other testing materials in a secure manner.

- Ensure each school test coordinator has a system of checkout and check-in of test materials to ensure all materials are returned and accounted for.

- Prohibit the reproduction of any or all parts of the tests. No person may copy, reproduce, or paraphrase in any manner or for any reason the test materials without the express written consent of the test publisher.

- In conjunction with program administrators, ensure the need for test accommodations is documented and the accommodations are limited to the specific needs.

- In conjunction with program administrators, monitor to ensure all documented accommodations are actually provided to students and to what extent the accommodations are used by the students during the test administrations.

- Ensure the security of test materials and the integrity of the North Carolina Testing Program are maintained at all times.

- Investigate all reports of testing irregularities and/or violations of ethical testing practices and immediately report them to the superintendent and local school board of education.

- Make a determination about the seriousness of reports of test security breaches, loss of test materials, failure to account for test materials, unauthorized reproduction or retention of test materials, or any other deviation from required security procedures.

- Declare a test misadministration when appropriate, using the appropriate procedures and documentation, and ensure students are administered a different, secure form of the test, if available. All misadministrations must be reported to the local board of education and the RAC, using the appropriate documentation and notification procedures.

- Use and follow all procedures in the [Online Testing Irregularity Submission System](#) (OTISS) to document and report all testing irregularities within five (5) days of the occurrence.

- Ensure all those who have school-assigned ACT roles for the PreACT, ACT, and WorkKeys attend all ACT/NCDPI-required training sessions for each test in order to ensure local policies and procedures are followed, and to ensure maximum test security in accordance with the policies and procedures developed by the test publisher.

Charter School Test Coordinator's Responsibilities

The charter school director or director's designee shall act as or appoint a charter school testing and accountability coordinator. The charter school test coordinator is to assist in the local administration, reporting, and interpretation of test results and other accountability measures in the North Carolina Testing Program. The charter school test coordinator will train school test administrators and proctors on test administration procedures. This instruction shall include procedures for test administrations that require accommodations and shall emphasize the need to follow the directions outlined by the test publisher. Maintaining test security is a major responsibility of the charter school test coordinator.

The charter school test coordinator is responsible for monitoring test administrations within the building and responding to situations that may arise during test administrations. If a charter school has testing occurring at the same time on more than one nonadjacent site, an additional test coordinator(s) must be trained and assigned to each of these separate sites to check out materials and monitor test administrations.

The charter school test coordinator and all site coordinators must be accessible to test administrators and proctors during the administration of secure state tests. Because of this accessibility requirement, the charter school test coordinator and site coordinators must not be given the responsibility of administering and/or proctoring a test.

Charter school test coordinators shall oversee the following procedures:

- Annually sign the North Carolina *Testing Code of Ethics* <u>and</u> a confidentiality and test security agreement that must be kept on file with the RAC. A sample *Confidentiality and Test Security Agreement* for district and charter school test coordinators is included in Section V of this guide and can be edited to suit the needs of the charter school.

- Ensure an annual written testing plan for the charter school is developed and disseminated to the director and appropriate staff before the beginning of the school year. The annual testing plan must include, but is not limited to, rules for test administrator training, test security, proper testing environment, administering the secure tests, auditing test administrations, and preparing and returning secure test materials. A sample *LEA/Charter School Annual Testing Plan* is included in Section V of this guide and can be edited to suit the needs of the charter school. An electronic copy of the charter school testing plan must be submitted annually to the RAC by September 30.

- At the beginning of each school year, provide information to teachers, students, and parents or guardians advising them of the districtwide and state-mandated tests that students will be required to take during that school year (including field tests and special studies), the dates the tests will be administered and how the results from the tests will be used. Also, information provided to parents must include whether the SBE or the charter school board requires the test(s) (SBE policy TEST-001).

- Develop local policies and procedures to ensure maximum test security in accordance with the policies and procedures developed by the test publisher.

- Provide information about test security and inform staff of sanctions, penalties, or other possible consequences for test security violations.

- Designate the personnel who are authorized to have access to test materials. "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items (SBE policy TEST-010).

- Assist the director in understanding his/her duties and responsibilities relative to the state testing program and the implementation of state tests.

- Ensure that the director/principal reads and signs annually the North Carolina *Testing Code of Ethics* <u>and</u> a Test Security Agreement. The original signed copies must be kept on file with

the charter school test coordinator. A sample *Principal's Test Security Agreement* is included in Section V of this guide that can be edited to suit the needs of the charter school.

- Establish procedures to ensure all test administrators comply with the test publisher's guidelines.

- Ensure all test administrators attend training for the state-mandated tests and sign a Test Security Agreement at the conclusion of every training session. The Test Security Agreements must be kept on file with the school test coordinator and should be available during the assessment monitoring process. A sample *Test Administrator Test Security Agreement* is included in Section V of this guide and may be edited to suit the needs of the charter school.

- Oversee the planning and implementation of training for test administrators and proctors.

- Ensure all appropriate staff receive training in procedures for providing approved accommodations for state-mandated tests to students with disabilities and students identified as ELs.

- Maintain accurate attendance records for all training sessions and keep these records on file at the school.

- Ensure charter schools that have testing occurring at the same time at more than one site (i.e., nonadjacent testing sites) have a trained school test coordinator assigned at these sites during all student test sessions.

- Ensure all eligible students are tested.

- Maintain accurate records of student membership and assist in identifying students who are eligible to take the test in order to secure the appropriate quantity of materials.

- Ensure the school has a secure, locked facility in which test materials will be stored and staff clearly understand test material handling and storage procedures. Access to the storage area must be limited to one or two authorized school personnel when secure materials are being stored. Unauthorized personnel (e.g., cleaning staff) must not have access to the storage area where secure materials are stored.

- Order sufficient copies of test materials.

- Account to the NCDPI for all test materials received. Count and record the number of secure test materials, including supplemental materials, when the materials are first received. Report immediately to TOPS any discrepancies in the count.

- Develop a system of checkout and check-in of test materials to ensure all secure materials are tracked, returned, and accounted for at each level of distribution and collection.
    - Distribute test materials immediately before the test administration (SBE policy TEST-010) unless otherwise authorized by the NCDPI.

- o Accurately count and verify with each test administrator before the test administration the number of secure test materials, including supplemental materials, received.

- o Immediately after each test administration accurately count and verify with each test administrator the number of secure test materials, including supplemental materials that are returned to the secure storage facility.

- o Verify with TOPS that the number of secure materials returned by the school matches the count taken when the materials were first received by the school.

- Prohibit the reproduction of any or all parts of the tests. No person may copy, reproduce, or paraphrase in any manner or for any reason the test materials without the express written consent of the test publisher.

- Monitor to ensure plans for administering tests under secure conditions are implemented appropriately.

- Ensure the security of test materials and the integrity of the North Carolina Testing Program are maintained at all times.

- Prohibit school employees from disclosing the general content of the tests or specific items contained in the tests to persons other than authorized employees of the charter school.

- In conjunction with program administrators, ensure the need for test accommodations is documented and the accommodations are limited to the specific needs.

- In conjunction with program administrators, monitor to ensure all documented accommodations are actually provided to students and to what extent the accommodations are used by the students during the test administrations.

- Ensure all staff with school-assigned ACT roles for the PreACT, ACT, and WorkKeys attend all ACT-/NCDPI-required training sessions for each test to ensure policies and procedures are followed and maximum test security is maintained in accordance with the guidelines developed by the test publisher.

- Select test administrators who are school personnel who have professional training in education (preferably a North Carolina educator's license) and the state testing program (SBE policy TEST-010).
  - o To avoid the appearance of a conflict of interest and to protect test administrators from allegations of impropriety, a test administrator should <u>not</u> be assigned to administer a test in a room where his or her relative or ward is tested.
    - ▪ Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the test administrator's guardianship.

- Train all school personnel on the appropriate use of test materials; test security; the North Carolina *Testing Code of Ethics*; the Testing Students with Disabilities publication and

published supplements (as appropriate); and the *Guidelines for Testing Students Identified as English Learners* document and published supplements (as appropriate).

- Emphasize to all school personnel that no person may copy, reproduce, or paraphrase the test materials in any manner or for any reason without the written permission of the NCDPI.

- Inform personnel that any person who learns of any breach of security, loss of test materials, failure to account for test materials, or any other deviation from required security procedures must immediately report that information to the director/principal and/or school test coordinator, who in turn will inform the RAC.

- Encourage a positive atmosphere for the test administrations.

- Assign to test administrations trained proctors who are responsible adult community volunteers (i.e., age 18 or older and not enrolled as a student in the K–12 public school system), school staff, or school system staff.
  - A proctor should not be assigned to proctor in a room where a relative or ward is to be tested. Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the proctor's guardianship.
  - Test administrators should not administer tests with a proctor who is a personal family member or a close acquaintance.

- Maintain the confidentiality of individual student scores when reporting test results to the public and the media.

- Prohibit the reclassification of students or the assignment of a grade of "F" or "I" for the sole purpose of not having students participate in any state assessment. (Within the first ten [10] days of a block schedule or within the first twenty [20] days of a traditional schedule, students may drop a course that has an EOC test according to SBE policy TEST-003.)

- Ensure that student placement decisions are not solely based on test scores (SBE policy SCOS-016).

- Use and follow all procedures in the Online Testing Irregularity Submission System (OTISS) to document and report all testing irregularities, within five (5) days of the occurrence.

- Follow the *Irregularity Investigation Checklists* on OTISS for all serious security or procedural irregularities. Immediately report these irregularities to the charter school director/principal and RAC. Submit completed/signed *Irregularity Investigation Checklists*, investigation summaries, and all pertinent investigation documentation to the NCDPI by receipted mail within five (5) business days of the occurrence (or date incident identified).

- Notify the charter school director and RAC for consensus before making a decision whether to declare a misadministration.

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

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

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

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

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

- Provide accurate contact information on TNN so testing shipments are delivered to the correct address and TOPS and NCDPI staff are able to contact the appropriate LEA testing personnel as necessary.

- Prepare estimates of quantities of materials necessary for each test that is part of the North Carolina Testing Program. Estimates should be based on student membership and previous materials usage.

- Carefully read instructions on the ordering pages before placing orders.

- Provide accurate test participation dates in the ordering system based on the LEA's or charter school's testing calendars. These participation dates help with statewide planning and ensure receipt of materials in a timely manner. Note: Ordering pages will not appear until the participation dates are entered.

- Order sufficient test materials in a timely manner and take into account any special instructions found on the ordering pages.

- Attend RAC trainings each month to obtain critical information about upcoming tests, such as testing windows, student eligibility, retesting policies, etc.

- Check TNN daily for notices regarding test materials.

- Ensure copies of errata sheets posted on TNN are provided to test administrators as appropriate.

- Maintain a testing operations calendar to ensure necessary materials arrive in sufficient time to prepare for testing in an organized and secure manner.

- Ensure accommodation forms (*Braille*, *Large Print*, *One Test Item Per Page,* and *Large Print One Test Item Per Page*) are ordered at least thirty (30) working days before the actual test

administration date (or as soon as the ordering system becomes available, if fewer than thirty (30) days before testing).

- Establish a contingency plan so that materials can be received without incident or breach of security on days when the test coordinator may be out of the office and unavailable to receive shipments. *Test security must be maintained at all times*.

- Ensure each school has a secure, locked facility in which test materials will be stored and the school clearly understands test material handling and storage procedures. Access to the storage area must be limited to one or two authorized school personnel when secure materials are being stored. Unauthorized personnel (e.g., cleaning staff) must not have access to the storage area where secure materials are stored.

- Inventory test materials upon arrival and inform TOPS immediately via fax (919-515-4622) of any discrepancies in the shipment.

- *Report any nonreceipt of materials to the respective RAC at the earliest possible time.* The test coordinator must ensure that nonarrival of materials does not disrupt the testing schedule. The Testing Program and TOPS strive to deliver most test materials to LEAs/charter schools two weeks before the beginning of testing, with the exception of the assessment guides and answer sheets for the EOC and EOG assessments, which are generally delivered three weeks before the beginning of testing.

- Account to the NCDPI for *all* test materials received.

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

Answer documents for charter schools will be precoded by the RAC or TOPS and provided to the school well in advance of testing. Additionally, charter schools must return all materials (used and unused) to TOPS within two (2) business days following testing.

School Test Coordinator's Responsibilities

The principal or principal's designee (i.e., an employee of the school/school system who has professional training in education [preferably a North Carolina educator's license] and the state testing program) shall serve as school test coordinator. The school test coordinator is responsible for monitoring test administrations within the building and responding to situations that may arise during test administrations. The school test coordinator must be accessible to test administrators and proctors during the administration of secure state tests. Because of this accessibility requirement, the school test coordinator must not be given the responsibility of administering and/or proctoring a test. The school test coordinator shall perform the following:

- Adhere to the district testing plan and test administration schedules established by the NCDPI and the school system test coordinator.

- Develop and document in writing a schoolwide plan for administering tests under secure conditions. For each testing session, the plan must include documentation of the accommodations and the nature of the accommodations each eligible student will receive.

- Cooperate with district or state officials in the event of an audit or monitoring visit so as to ensure the testing plans are implemented appropriately.

- Attend training sessions sponsored by the school system test coordinator on the policies and procedures for conducting a proper test administration and for reviewing and processing test materials.

- Read and sign annually the North Carolina *Testing Code of Ethics* <u>and</u> a School Test Coordinator Test Security Agreement. The original signed copies must be kept on file with the LEA test coordinator/charter school director. A sample *School Test Coordinator's Security Agreement* is included in Section V of this guide.

- Count and record the number of secure test materials, including supplemental materials, when the materials are first received from the LEA test coordinator. Report immediately to the LEA test coordinator any discrepancies in the count.

- Store test materials in a secure, locked facility. Access to the storage area must be limited to one or two authorized school personnel while secure materials are being stored. Unauthorized personnel (e.g., cleaning staff) must not have access to the facility where secure materials are stored.

- Allow test materials to be distributed immediately before the test administration (SBE policy TEST-010) unless otherwise authorized by the NCDPI.

- Accurately count and verify with each test administrator before the test administration the number of secure test materials, including supplemental materials, received. Immediately report any discrepancies in the count to the LEA test coordinator.

- Immediately after each test administration accurately count and verify with each test administrator the number of secure test materials, including supplemental materials that are returned to the secure storage facility. Immediately report any discrepancies in the count to the LEA test coordinator.

- Return all test materials to the LEA test coordinator, as directed, immediately following the completion of the test administration.

  o Count and verify with the LEA test coordinator that the number of secure test materials, including supplemental materials returned by the school, matches the count taken when the materials were first received.

- Select test administrators who are either school system or school personnel who have professional training in education (preferably a North Carolina educator's license) and the state testing program (SBE policy TEST-010).

- o To avoid the appearance of a conflict of interest and to protect test administrators from allegations of impropriety, a test administrator should <u>not</u> be assigned to administer a test in a room where his or her relative or ward is tested.

  - Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the test administrator's guardianship.

- Train all school personnel on the appropriate use of test materials; test security; the North Carolina *Testing Code of Ethics*; the *Testing Students with Disabilities* publication and published supplements (as appropriate); and the *Guidelines for Testing Students Identified as English Learners* document and published supplements (as appropriate).

- Ensure all test administrators attend training for the state-mandated tests and sign a Test Security Agreement at the conclusion of every training session. The Test Security Agreements must be kept on file with the school test coordinator and should be available during the assessment monitoring process. A sample *Test Administrator Test Security Agreement* is included in Section V of this guide and may be edited to suit the needs of the school.

- Emphasize to all school personnel that no person may copy, reproduce, or paraphrase the test materials in any manner or for any reason without the written permission of the NCDPI.

- Inform personnel that any person who learns of any breach of security, loss of test materials, failure to account for test materials, or any other deviation from required security procedures must immediately report that information to the principal/school test coordinator and the school system test coordinator.

- Implement the school system's testing policies and procedures and initiate any additional school policies and procedures to ensure all eligible students are tested.

- Encourage a positive atmosphere for the test administrations.

- Assign to test administrations trained proctors who are responsible adult community volunteers (i.e., age 18 or older and not enrolled as a student in the K–12 public school system), school staff, or school system staff.

  For best practices

  - o a proctor should not be assigned to proctor in a room where a relative or ward is to be tested. Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the proctor's guardianship.

  - o test administrators should not administer tests with a proctor who is a personal family member or a close acquaintance.

- Maintain the confidentiality of individual student scores when reporting test results to the public and the media.

- Prohibit the reclassification of students or the assignment of a grade of "F" or "I" for the sole purpose of not having the students participate in a state assessment. (Within the first

ten [10] days of a block schedule or within the first twenty [20] days of a traditional schedule, students may drop a course that has an EOC test according to SBE policy TEST-003.)

- Ensure that student placement decisions are not solely based on test scores (SBE policy SCOS-016).

- Use and follow all procedures in the OTISS to document and report all testing irregularities.

Duties of School Counselors

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

Test Administrator's Responsibilities

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

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

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

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

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

- Prepare for and attend a test administrator training session(s) conducted by the school system or school test coordinator before each test administration (training provided solely by electronic medium is discouraged at this time).

- Attend training on the *Testing Students with Disabilities* and the *Guidelines for Testing Students Identified as English Learners* documents and published supplemental documents when accommodations will be provided to students, and follow the appropriate procedures for the use of accommodations during test administrations for students with disabilities and students identified as ELs.

- Read and sign a Test Security Agreement (provided by the school test coordinator) at the conclusion of every test administration training session. All signed Test Security Agreements must be kept on file with the school test coordinator and should be available during the assessment monitoring process. A sample Test Administrator Test Security Agreement is included in Section V of this guide.

- Read and study thoroughly the assessment guide before the actual test administration. Review the student directions (script) and be prepared for the variations required by the testing conditions.

- Read and study thoroughly the codified North Carolina *Testing Code of Ethics* before the test administration.

- If administering tests online, complete the Online Assessment Tutorial for the associated assessments.

- Prepare the physical conditions for the testing room, including rooms to which students may be relocated. Cover or remove bulletin boards and/or instructional displays that contain content being measured or test-taking strategies; cover or remove all reference materials that are printed or attached on student's desks.

- Maintain test security at all times during the handling of test materials.

- Ensure each student tested has access to the appropriate test materials as specified in the assessment guide.

- Follow procedures for the distribution and collection of any supplemental materials as specified in the assessment guide.

- Count and record the number of secure test materials, including supplemental materials, before and after the test administration. Notify the school test coordinator/principal immediately of any discrepancies in the count.

- Ensure students' personal belongings are placed under their seats and not accessed during testing.

- Ensure *all* cell phones (i.e., cell phones belonging to students, the test administrator, and the proctor) are turned off, and they, or any other electronic devices, are not accessed at any time during the test administration, including during the break(s). *Personal cell phones/electronic devices must not be used during the test administration, including breaks.*

- Administer the test to all eligible students (SBE policy TEST-010).

- Conduct an unbiased administration of the test according to the policies, procedures, and directions in the assessment guide and any subsequent updates developed by the NCDPI Division of Accountability Services/North Carolina Testing Program.

- Read directions to the students as they are written in the assessment guide. It is a violation of the *Testing Code of Ethics* to omit, rewrite, or paraphrase orally or in writing the instructions presented in the assessment guides.

- Monitor the test administration by moving quietly throughout the room and scanning the students' work areas to ensure students follow the test directions, perform the required tasks, do not share responses, and those eligible have access to required accommodations.

- Do not, at any time, modify, change, alter, or tamper with student responses on answer sheets or on computer monitors during or after the test administration.

- Do not, at any time, read test questions from student assessments or take notes or photographs of secure items or post them on the Internet or social media sites.

- Assist students with emergencies (including restroom breaks) during the test administration.

- Remain in the room throughout the entire test administration unless there is an emergency (e.g., illness, necessary restroom break). In emergency situations, it is most appropriate to send the proctor for assistance. If an emergency arises and the test administrator must leave the room, the school test coordinator must be notified.

- Provide a positive test-taking environment (SBE policy TEST-010). Avoid distracting behaviors (e.g., holding extended conversations with the proctor, reading newspapers or novels, carrying out other personal or professional duties, talking/texting on cell phones, or working on a computer or any other electronic device). See *Prohibited Items in the Testing Room* for additional information.

- Follow the procedures established by the school system test coordinator for returning all used and unused testing materials and supplemental materials to the school test coordinator.

- Under the direction of the school test coordinator, the test administrator must review under secure conditions in a group setting (i.e., three or more designated school personnel) each student's answer sheet to ensure it is ready to be machine scored. Students' responses are not to be modified during the review process.

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

Proctor's Responsibilities

According to SBE policy TEST-010, "proctors shall serve as additional monitors to help the test administrator assure that testing occurs fairly." A trained proctor should be assigned and present for each test administration regardless of the number of students being tested.

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.

The principal shall select proctors who are responsible adult community volunteers (i.e., age 18 or older and not enrolled as a student in the K–12 public school system), school staff, or school system staff. A proctor should not be assigned to proctor in a room where his or her relative or ward is to be tested. Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the proctor's guardianship. Additionally, the proctor should not be assigned to proctor with a test administrator who is a personal family member, close acquaintance or work supervisor.

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

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

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

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

Option to Use Roving Proctors

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

Several conditions should apply when using the roving proctor option:

- For best practices, a roving proctor should be used to monitor the following test administrations:
  - administrations in which the test administrator is not the teacher of record (i.e., not the teacher of the group tested) and
  - administrations in which the test administrator is not a teacher of the subject matter being tested.

- Roving proctors must be trained before each test administration.
- Roving proctors should be responsible for no more than three centrally located classrooms.
- There should not be more than 30 students in any testing class or group. Testing rooms with over 30 students should have a one-on-one, full-time proctor.
- The makeup of test groups that will be monitored by a roving proctor must be considered. For example, a small group of students who are easily distracted might not be the best test group for a roving proctor.
- Students must be informed before the day of the test administration that a roving proctor will be coming into and out of the testing room to monitor their test administration.
- The LEA/charter school test coordinator must specify the logistics for roving, such as the room assignments, the time spent monitoring in each testing room, and whether the testing room door is to be left open or closed during the testing session.
  - When scheduling roving proctors' time, test coordinators must ensure that equal time is provided to all rooms being monitored. The last room monitored should not remain without a proctor for too long. For example, if the roving proctor is assigned to three rooms and is instructed to move every 30 minutes, the last room will not have a proctor until after an hour of testing has passed. A better scenario would be to have the roving proctor start with five minutes in room 1, go to room 2 for five minutes, move to room 3 for five minutes, and then repeat the process.

Ideally, every test administration should have a proctor present, and it is most preferred when test administrations exceed 30 students. If after working with the RAC and exhausting **all** options, it is not possible to provide a proctor (either one-on-one or roving) for every test setting, LEAs/charter schools must complete a *Proctor Hardship Notification Form* provided by the NCDPI (see Section V) and submit it to the RAC. This form serves two purposes: (1) to document which districts/charters utilize this option and (2) to have their written assurance that the districts/charters assume responsibility for test security.

D. Preparation for the Test Administration

Annual Testing Plans

The LEA/charter school test coordinator must ensure an annual, written testing plan for the school system/charter school is developed and disseminated to the school(s) before the beginning of the school year. The overall plan must include, but is not limited to, rules for the test administrator training, test security, proper testing environment, administering the secure test, auditing test administrations, and preparing and returning secure test materials. Plans should also be available in electronic format and include "sample" documents completed by the LEA/charter school and used as supports for the testing plan. An electronic copy of the LEA/charter school testing plan must be submitted annually to the RAC by September 30. A sample LEA/charter school testing plan can be found in Section V of this handbook.

Limitations to Providing Instruction to Students on the Day of Testing

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

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

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

- "helping students become familiar with test formats using curricular content;

- teaching students test-taking strategies and providing practice sessions;

- helping students learn ways of preparing to take tests; and

- using resource materials such as test questions from test item banks and linking documents in instruction and test preparation."

Teachers should explain to students that the test administrator and proctor will move quietly throughout the room to scan the students' work areas to ensure students are following the test directions. While monitoring, test administrators and proctors are not to read test questions from students' test booklets or from computer monitors used for online assessments nor are they to take photographs of, or notes about the test items, or otherwise create a record of information

contained within them. Test administrators and proctors must be made aware of what they can and cannot do to assist students (see *Monitoring Students during Test Administrations*).

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

On days before testing, the school should inform the students and parents (preferably in writing) about the purpose of the test and that students

- are scheduled to take a test or tests surveying their knowledge and mastery of skills as specified in the state-adopted content standards;

- should attempt each question/prompt on the test;

- should bring two sharpened No. 2 pencils with erasers;

- should not bring extra blank paper, dictionaries, reference books, textbooks, cameras, thumb drives, smartpens, smartwatches, music, thesauruses, cell phones, or other electronic devices (see *Prohibited Items in the Testing Room*);

- should bring a novel or other nontextbook, such as a magazine, to read after he or she completes the test administration; and

- will be informed of any local and state policies regarding the use of test results.

For paper-and-pencil multiple-choice tests, students should be taught to check for misalignment during instructional test-preparation sessions conducted on days before the actual test administration. Students should be taught to check every tenth number to see if the question to which they are responding in the test book corresponds with the number of the bubble on the answer sheet. Additionally, schools should ensure every student participating in a paper-and-pencil EOG (i.e., grades 5–8) and EOC (i.e., NC Math 1) mathematics assessment (not **NCEXTEND1**) has completed practice questions for the gridded response items before test day. For additional information on the mathematics gridded response practice, see the section *Required Gridded Response Practice Questions*.

Online Assessment Tutorial

Online Assessment Tutorials are available for all North Carolina-developed online tests through the NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App with required security measures. Schools must ensure every student participating in 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. For additional information on the assessment tutorial, see Section H of this handbook.

Required Gridded Response Practice Activity–Mathematics
Grades 5–8

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

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

Guidelines for answering gridded response questions include the following:

1. Students must first write their answer in the empty boxes on the top row of the grid. Students must write only one digit or symbol in each box. Spaces are permitted before or after the answer, but spaces are not permitted within the answer. The student must darken the corresponding circle below each box. The computer scores the answer based on the darkened circles.
2. Students must not use symbols such as commas or dollar signs. For example, 5,600 should be answered as 5600; $25.99 should be answered as 25.99. Students must use only the symbols that are provided in the circles.
3. If an answer is a mixed number, it must be changed and entered as an improper fraction or a decimal. For example, the mixed number four and one-half could be entered as 9/2 (an improper fraction) or as 4.5 (a decimal). An improper fraction, such as 3/2, may be entered as 3, then /, then 2; or it may be entered as 1, then a decimal point, then 5.
4. Entries equal to the correct answer are acceptable. For example, if the answer to a question is 2/4, it can be entered as 2/4, ½, 0.5, 00.5, or .5000 as well other equivalent numbers.

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

Suspended Students

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

- the opportunity to take textbooks home for the duration of the suspension;

- upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with the assignment;

- the opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period."

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

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

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

Hospital/Homebound Testing

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

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

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

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

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

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

- For the protection of both the student and the teacher, the presence of a responsible adult is required on site. If a parent, guardian, or responsible adult is not present on site, then the test administrator must terminate the testing session. The parent, guardian, or responsible adult must stay on site for the entirety of the test session.
    - During the assessment, only the test administrator, the proctor, and the student being assessed are permitted in the assessment room.
    - Under extreme circumstances (i.e., emergency situations, medical treatment breaks) the parent, guardian, or responsible adult may enter the assessment room.
    - If a test administration must be paused because of a bathroom break or emergency, the test administrator must follow the procedures in the assessment guide for taking a break. Test materials must remain secure at all times.
- Home security system cameras must <u>not</u> record the test session.
- Electronic devices, cell phones, recording, listening, scanning, or photographic devices are prohibited in the testing room.
- The testing room should be quiet, without interruptions, and have appropriate supplies (e.g., table, chair)
- All pets should be confined before the arrival of the test administrator (service animals must be allowed)
- An effort should be made to eliminate any possible distractions during the test administration (e.g., doorbells, televisions, music, telephones, outside noises, siblings).

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

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

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

Testing Environment

The *Testing Code of Ethics* states "the principal must ensure the school test coordinator encourages a positive atmosphere for testing." Test administrators must prepare appropriate physical conditions for all testing rooms, including those to which students may be relocated. All rooms

designated for test administrations must be quiet, orderly, and comfortable with adequate seating, lighting, and heating/cooling. Each student must have enough space in which to work. Seating must be arranged to discourage students from sharing responses.

Many teachers are transforming their classrooms in an effort to make their learning spaces more student-centered by implementing flexible seating. Flexible seating may include, but is not limited to, round tables, standing desks, stability/yoga balls, working on the floor with a clip board, sitting on a couch, or sitting on a floor mat at a table. Students must be positioned in a suitable manner for testing so that no other student is able to see another student's test documents. For the administration of all tests within the North Carolina Testing Program, all rooms with flexible seating that have been designated for testing (including those to which students may be relocated), *must* be approved by the RAC before they can be used on test day.

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

- A study carrel may be appropriate for a student with the *Testing in a Separate Room* accommodation in a one-on-one or small group setting. Use must be documented in the current IEP, Section 504 Plan, or EL documentation.
- A classroom may use study carrels if students' assigned seats are multistudent desks (i.e., desks that seat two or more students). For this option, a one-on-one, full-time proctor must be present throughout the entire test administration to assist the test administrator with monitoring.

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

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

During all administrations of North Carolina tests, displaying information regarding content being measured or test-taking strategies in any manner or form in the room, whether printed or attached to student desks, may result in a misadministration. These displays must be covered or removed. Examples include, but are not limited to, "Tips for Taking Tests" displays, word lists, thinking maps, word walls, definitions, writing formulas, multiplication tables, number lines, and mathematical formulas/theorems. Failure to cover or remove these displays during a test administration is

considered a violation of the *Testing Code of Ethics*. Test administrators must contact the school system test coordinator before the test administration if they have questions related to the testing environment.

Monitoring Students during Test Administrations

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

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

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

Test administrators and proctors must not read test questions from students' test books or from students' computer monitors or tablets used for online assessments (except for students with documented special needs requiring accommodations, such as the *Test Read Aloud [in English]*).

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

Test administrators and proctors <u>cannot</u> 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 and proctors <u>cannot</u> help students by

- explaining the directions in their own words;
- explaining the meaning of any word in the directions, test questions, or answer choices;
- rephrasing test questions;

- translating a word or phrase into another language; or

- providing synonyms for unknown words.

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

Test Forms

Paper-and-Pencil Test Forms
Different versions of a test are distributed at each testing site (i.e., classroom). The different versions are equated statistically and are parallel in content, so comparisons of performance within and across test administrations can be made. The versions differ in form letter, number (e.g., Form A1, Form A2, Form B1, Form B2, etc.), and color. Each student must use a test book and answer sheet having the same form letter and color. This is essential for correct scoring of student responses.

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

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

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

Test Materials

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

At no time are proctors to be alone with secure test materials, including computers with active assessments (e.g., Start screen, Pause screen, items displayed). Proctors are not to pick up test materials from or return test materials to the school test coordinator at the beginning or the end of

testing unless accompanied by the appropriate school personnel. Every effort must be made to minimize public access to secure state tests before and after each test administration.

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

Example Math Grids and Constructed Response Boxes

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

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

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

- EOG Math Grade 5
- EOG Math 6–8 and NC Math 1 EOC
- EOC English II
- NCFE English III
- CCRAA at Grade 11

<u>Note</u>: If approved supplemental materials (i.e., highlighters, overlays, example sheets) will be provided during test administrations, the test administrator is to distribute them immediately

before beginning the testing session (i.e., before starting to read aloud the test directions). All supplemental materials must be returned to the school test coordinator and accounted for after each testing session.

Designated Features

NCDPI-approved designated features are available for all students taking North Carolina-developed tests. The use of designated features can be considered a part of a standard test administration. 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. Accessibility features must not be introduced for the first time during state assessments. If approved designated features, such as highlighters, color acetate overlays, etc., will be provided during test administrations, the test administrator is to distribute them immediately before beginning the testing session (i.e., before starting to read aloud the test directions). See Section M in this publication for additional information on designated features approved by the North Carolina Testing Program for use by all students.

Calculator Use

All students must have access to calculators that meet the minimum calculator requirements during the administration of North Carolina assessments, when applicable. Students are to use calculators that are similar to those used during classroom instruction within the current school year. Students who regularly use more than one calculator during classroom instructional activities <u>may</u> be permitted to use more than one calculator during the test administration. Students may use calculators with more than the minimum requirements (e.g., fraction keys, graphing capabilities), provided that those additional features are not prohibited. However, school systems should be cautioned that the use of these features without prior training may confuse students and adversely affect their performance during the test administration.

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

- Calculators with wireless communication technologies (e.g., Bluetooth, Infrared, and IEEE 802.11)

- Calculators with built-in computer algebraic systems (CAS) capable of doing symbolic algebra (e.g., factoring, expanding, or simplifying given variable output) or symbolic calculus

- Pocket organizers

- Handheld, tablet, or laptop/notebook computers, unless specifically approved

- Calculators built into cell phones or other electronic communication devices (<u>Note</u>: Cell phones/electronic devices are <u>not</u> 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 <u>not</u> permitted for use on North Carolina tests. The list is <u>not</u> all-inclusive. If the LEA/charter school test coordinator believes calculator brands other than those listed below may need to be restricted, then he or she must contact the RAC for confirmation before excluding them.

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

- Hewlett-Packard: HP 48GII and all models that begin with HP 40G, HP 49G, or HP 50G

- Casio: Algebra fx 2.0, ClassPad 300, and all models that begin with CFX-9970G

- Virtual calculators, downloaded calculators, calculator apps

- Calculators accessible by desktop, laptop, or other devices (e.g., iPad and Chromebook)

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

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

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

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

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

The Minimum (At Least) Calculator Requirements

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

Test	Minimum (At Least) Calculator Requirements
End-of-Grade Tests Mathematics Grades 3–5	Four-function calculator with memory key
End-of-Grade Tests Mathematics Grades 6–8	Any four-function calculator with a square root function, y^x, π(pi), and algebraic logic
NCEXTEND1 Mathematics Grades 6–8 NC Math I Grade 10	Four-function calculator with memory key
NCEXTEND1 Mathematics Grade 11	Four-function calculator with memory key
End-of-Course NC Math 1	Graphing calculator
College and Career Readiness Alternate Grade 10	Four-function calculator with memory key
College and Career Readiness Alternate Grade 11	Four-function calculator with memory key
North Carolina Final Exam NC Math 2	Graphing calculator
North Carolina Final Exam NC Math 3	Graphing calculator
North Carolina Final Exam Advanced Functions and Modeling	Graphing calculator
North Carolina Final Exam Discrete Mathematics	Graphing calculator
North Carolina Final Exam Precalculus	Graphing calculator
North Carolina Final Exam Physical Science	Scientific calculator
North Carolina Final Exam Chemistry	Scientific calculator
North Carolina Final Exam Physics	Scientific calculator
North Carolina Final Exam Earth/Environmental Science	Scientific calculator

Precoded Answer Sheets

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

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

Student Identification Numbers

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

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

Unexpected school closures and student dismissals are determined locally.

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

1. The LEA/school must notify the RAC of the school closing, impending weather condition, or student dismissal.

2. State tests must be rescheduled to begin no later than the second day the school is back in session.

3. The LEA/school must submit all scores to the NCDPI by the data submission deadline unless an exception is requested and granted (see number 4 below).

4. The LEA/school may request an extension for submitting scores if it has evidence that shows the unexpected school closing, inclement weather, or dismissal affected its ability to meet the NCDPI data submission deadline. Requests must be submitted via receipted mail by the LEA superintendent or charter school director to Tammy Howard, Department of Public Instruction, Accountability Services, 6314 Mail Service Center, Raleigh, North Carolina 27699-6314. The request must include the following information:

   a. name of the LEA and/or school
   b. LEA/school code

    c. an explanation why the unexpected school closing, inclement weather, or student dismissal affects the ability to submit scores by the NCDPI data submission deadline

    d. earliest date when all scores can be submitted to the NCDPI

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

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

Requesting to Test a Student outside the Testing Window
Per G.S. §115C-174.12(a)(4) only the following exceptions *may* be permitted to allow testing of a student outside the designated testing window (i.e., before or after the testing window), including makeup dates:

1. Exceptions to accommodate a student's IEP or Section 504 Plan.
   - A request will not be granted for testing outside the window for state-required tests unless this is addressed in the IEP or Section 504 Plan. This does not mean that the LEA/charter is to set the testing window in the IEP or 504 Plan. It means that the IEP team or Section 504 committee needs to address in the IEP/504 Plan that the student requires the test to stretch across multiple days that exceed the state-designated testing window (i.e., testing will exceed five [5] days for semester or ten [10] days for yearlong courses). The multiple testing sessions must be determined by the individual needs of the student.
   - A written letter of request from the parent is not necessary if the IEP or Section 504 Plan is current and documents that the student needs multiple testing sessions over multiple days that will exceed the state's designated five (5) days for semester or ten (10) days for yearlong testing windows.
2. Exceptions for the administration of final exams for courses with national or international curricula required to be held at designated times.
   - The school must send a written letter of request to the LEA test coordinator (the RAC for charter schools) for review.
3. Exceptions in *rare* cases in which special circumstances (e.g., family emergency, family relocation) may exist and preclude an individual student from being tested during a state testing window, including makeup dates (i.e., permitted to test before or after the testing window).

- The school must send a written letter of request to the LEA test coordinator (the RAC for charter schools) for review.

Letters of Request

For exceptions 2 and 3 above, schools may request to administer the assessment to the student outside the testing window. To do so, the school must send the LEA test coordinator (the RAC for charter schools) a written letter of request for review. All requests must be signed by the principal. (A sample Parent/Guardian Request form for school use is located in Section V of this handbook.) If the request is approved by the LEA, the LEA test coordinator must submit a written request to the appropriate RAC. (A sample LEA request form is in Section V of this handbook.) The principal-signed school request must be attached to the LEA request along with any other applicable documentation. The LEA request must include the following information:

- name and LEA school code of the requesting school
- name of student (first name and initial of last name) to be tested outside of the testing window
- test name(s) (e.g., grade 8 EOG mathematics, EOC assessment of biology)
- dates of the school's regular testing window
- specific reason and documentation to support the special administration (e.g., family emergency, family relocation)
- date the student is scheduled to return to school (if applicable)
- intended date(s) of the special administration
- description of the procedures that will be used to ensure the security of the assessment(s) will be maintained
- LEA test coordinator's contact name, phone number, and e-mail address
- principal's signature

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

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

Makeup Testing and Absence from Makeups

It is important that LEAs and charter schools do their best to comply with G.S. §115C-174.12(a)(4) and SBE policy TEST-015 that requires all final exams for courses (including makeups) to be administered within the final ten (10) instructional days of the school year for year-long courses and within the final five (5) instructional days of the semester for semester courses. But it is equally important that all eligible students are tested and decisions are made in the best interest of students based on the conditions at the time (e.g., absence because of illness or family emergency). The 95 percent-participation-rule requirements remain in effect, and it is the expectation that all students be tested. There are no appeals for exclusion from participation.

For the purpose of makeup testing, students who are absent (i.e., not present) during the testing window, including the scheduled makeup days, must be allowed to take the test. Testing for makeups is permissible after the window closes; it is also permissible to do makeup testing on noninstructional days (e.g., teacher workdays). 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/charter school test coordinator will specify how makeup tests will be handled at the school and will schedule the dates and times for completing makeup tests in each school.

E. State Monitoring

Annual Process for Assessment Monitoring Visits

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

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

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

1. During each accountability year, the RACs will conduct a minimum of three visits to local education agencies (LEAs)/schools within their region. These visits may focus on the district testing office or a district school or charter school.

2. The RAC will establish an annual calendar for assessment monitoring that details locations and times for visits.
   - Efforts should be made to vary the visit locations from year to year.
   - The selected locations must be administering state assessments during the monitoring dates established on the RAC's monitoring calendar.
   - After the LEAs/schools have been selected, the RAC must notify the locations at least thirty (30) calendar days before the monitoring visit to
     o inform the LEA/school of the visit,
     o ask that the LEA/school test coordinator accompany the RAC during the monitoring visit, and
     o request specific desk-top monitoring documentation.

3. Annual assessment monitoring should begin with desk monitoring. To facilitate this process, the RAC should request from the test coordinator specific desk-monitoring documents. Examples of these documents include, but are not limited to:
   - district/school annual testing plan
   - district/school test-material distribution list and/or documents related to secure-material distribution procedures
   - district/school test-administration training rosters
   - district/school signed Test Security Agreements
   - district/school test-meeting agendas/notes
   - district/school testing calendar
   - Desk-monitoring may also include:

- o Checking Expect Test File
- o Reviewing the ACCOM file
- o Reviewing current/past OTISS reports

4. Within one week of the monitoring visit, the RAC must contact the LEA/school test coordinator regarding specific details for the monitoring visit (i.e., arrival time, special circumstances, etc.).

5. During the assessment monitoring visit, the RAC will use the appropriate *Assessment Monitoring Visit Checklist* (found on the following pages of this *Handbook*) to record observations. This checklist will be used to generate feedback to the LEA/school following the visit.

6. The assessment monitoring visit may include seeing either a full or partial LEA/school assessment day. The visit may include monitoring the following activities:
    - visiting the central office's or school's secure location for test materials
    - observing test material distribution (check-in/checkout) procedures at the central office or school
    - observing test-day policy and procedures of the school test coordinator, test administrators, and/or proctors
    - monitoring school testing environment
    - observing test material review under secure conditions at the conclusion of testing
    - monitoring the reporting of testing irregularities

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

7. Interviews may be conducted to gain additional information if time and schedules permit. Interviewees may include:
    - LEA test coordinator
    - Principal/assistant principal
    - School test coordinator
    - Test administrators
    - Proctors
    - Other LEA/school staff members participating in the test administration

8. The RAC will share with the district/school the appropriate *Assessment Monitoring Visit Checklist(s)* within thirty (30) days of the visit. The *Assessment Monitoring Visit Checklists* can be found on the following pages of this *Handbook*.

9. The RAC should ensure the LEA/charter school test coordinator submits any required actions in a timely manner following the visit.

10. If concerns are noted during the visit and not addressed fully or have raised additional concerns, the district/school may be monitored.

ASSESSMENT MONITORING VISIT CHECKLIST
District Observation

Date: _____   **School Name:** _____

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

Administration Process (LEA Test Coordinator)	Compliance	Noncompliance	Not Observed	Administration Process	Compliance	Noncompliance	Not Observed
Testing plan for system developed and disseminated before school starts				LEA test coordinator encourages a positive atmosphere for the test administrations			
Current testing plans for all schools on file in the testing office				Sufficient copies of test materials ordered in timely fashion			
Evidence of school test coordinator training/meeting minutes/notes Date(s):				System in place to monitor all documented accommodations			
Test materials counted and verified upon receipt from vendor				Investigated and reported all testing irregularities, including misadministrations and situations that may compromise test security (OTISS)			
System in place to maintain accurate records of student membership							
Test materials stored in a secure, locked facility							
Students' test booklets and answer documents stored according to testing policy							
Test materials distributed in a secure manner (check-in/checkout system)							
Secure shredded materials disposed of in accordance with testing policy							

Policy and operational concerns: _____ YES   _____ NO

_____
_____
_____

Observer Signature: _____

ASSESSMENT MONITORING VISIT CHECKLIST
School Observation

Date: _____   School Name: _____

Principal: _____   School Test Coordinator: _____

Administration Process (LEA Test Coordinator)	Compliance	Noncompliance	Not Observed	Administration Process	Compliance	Noncompliance	Not Observed
Testing plan for the school located in the main office				Bulletin boards, instructional displays, and reference materials covered or removed			
All test administrators and proctors trained Date(s):				Windows in doors exposed for monitoring purposes			
Test materials stored in a secure, locked facility				Doors unlocked and/or opened for monitoring purposes			
Test materials distributed in accordance with the testing plan				Test administrators aware of accommodations that are documented in IEPs/EL or transitory impairment plans			
School test coordinator walks around and monitors the testing sites				Personal cell phones/electronic devices turned off/not visible			
School test coordinator encourages a positive atmosphere for the test administrations				Test materials provided appropriately for all students during the test administration			
Test materials reviewed under secure conditions (group setting)				Test administrators and proctors move quietly and frequently about the room			
All testing irregularities reported in the OTISS				Test administrators and proctors do not leave students unattended at any time during the testing period			
"Testing—Do Not Disturb" signs posted on the door of each testing site							

Policy and operational concerns: _____ YES   _____ NO

_____
_____
_____
_____

Observer Signature: _____

ASSESSMENT MONITORING VISIT CHECKLIST
Test Administration

Date: _____   School Name: _____

Principal: _____   Test Coordinator: _____

Test Name: _____   Administration Type: _____

Test Administrator: _____   Proctor: _____

Administration Process	Compliance	Noncompliance	Not Observed	Administration Process	Compliance	Noncompliance	Not Observed
"Testing—Do Not Disturb" sign posted outside room				Personal cell phones/electronic devices turned off (not visible)			
Room is quiet, well-lighted, comfortable, etc.				Test administrator and proctor monitor the test administration			
Bulletin boards, instructional displays, and reference materials covered or removed				Policies and procedures followed for the provision of accommodations			
Desks or workstations cleared of books and other materials not required for the assessment				Students receiving testing accommodations are monitored			
Students provided the appropriate test materials				Procedures followed for assisting students who misalign answers			
Procedures followed for the distribution and collection of test materials				Visitors prohibited in the classroom during the test administration			
Directions read to the students as they are written in the *Assessment Guide*				Students who complete the test early provided with the opportunity to read			
Distracting behaviors avoided				Maximum time procedures followed; if applicable			

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

_____
_____
_____
_____
_____
_____

Observer Signature: _____

North Carolina Testing Program Accommodations Monitoring Plan

Brief Overview of Targeted Accommodations Monitoring

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

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

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

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

State Response and Targeted Assistance
- The NCDPI monitoring team will reconvene to discuss the strengths and weaknesses of the processes and procedures observed during the on-site visit.
- A letter summarizing the monitoring activities, findings, recommendations, targeted assistance, and possible sanctions will be e-mailed and mailed to the LEA superintendent within ninety (90) calendar days of the on-site visit.
- The letter will also provide any additional information regarding follow-up visits, requirements for the submission of additional documentation for review (if necessary), and timelines.

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

Documentation Required before On-Site Monitoring Visit
School systems must submit the following information to the NCDPI within seven (7) days of the formal request made to the LEA test coordinator:
- Electronic copy of the LEA testing plan that includes, but is not limited to, the following:
  - Plan for training test administrators and proctors (e.g., session calendars/agendas, required attendance, roles and responsibilities) to include testing accommodations training (i.e., training sessions on accommodations that have been approved for students with disabilities or students identified as English Learners (ELs) to use with specific tests)
  - Guidelines for test security
  - Guidelines for test material handling and storage procedures
  - Guidelines for proper testing environment
  - Procedures for documenting the accommodation(s) each eligible student will receive for each test
  - Procedures for the self-monitoring of test administrations to ensure the system and school-by-school plans for administering tests under secure conditions are implemented appropriately
  - Procedures for self-monitoring to ensure all documented, required accommodations were provided to students and to what extent the accommodations were used by the students during the test administrations
  - Policies and procedures for reviewing and processing test materials
  - Policies and procedures for repackaging, returning, storing, or recycling test materials
  - Policies and procedures for reporting testing irregularities

- o LEA testing calendar. Please include "Sample" documents completed by the LEA/school and used as documentation for the testing plan. Documents may be scanned if necessary.

- Electronic copy of the school annual testing plan that includes, but is not limited to, the following:
  - o Alignment to the district testing plan and test administration schedules established by the NCDPI and the school system test coordinator
  - o Plan for training test administrators and proctors for administering tests under secure conditions that includes accommodations training
  - o Procedures for documenting the accommodation(s) each eligible student will receive for each test
  - o Guidelines for test security
  - o Guidelines for proper testing environment
  - o Guidelines for handling test material and storage procedures
  - o Procedures for self-monitoring test administrations to ensure the school system and school-by-school plans for administering tests under secure conditions are implemented appropriately
  - o Procedures for self-monitoring to ensure all documented required accommodations were actually provided to students and to what extent the accommodations were used by the students during the test administrations
  - o Policies and procedures for reviewing and processing test materials
  - o Policies and procedures for returning all test materials to the school system test coordinator
  - o Policies and procedures for reporting testing irregularities

  Please include "Sample" documents completed by the LEA/school and used as documentation for any testing plans. Documents may be scanned if necessary.
- Daily schedule(s) of test administrations with and without accommodations. Must identify the test name and grade level or course, the test administrator's name, the scheduled proctor's name, the testing room assignment, each student's name with any required testing accommodations, and the type of plan under which each eligible student is required to receive testing accommodations
- School-day schedule for days of testing (e.g., time teachers arrive, time students arrive, time to begin testing, bell schedule)
- Directions to school and parking instructions
- Staff names and contact information for those who will serve as points of contact (e.g., principal, school test coordinator)

Documentation Required on the Day of On-Site Monitoring Previsit
School systems are required to provide the following information to the NCDPI monitoring team on the day of the on-site monitoring previsit, which will take place the <u>afternoon before the monitoring visit</u>.
- Paper copy of the LEA testing plan (see above)
- Paper copy of the school annual testing plan (see above)

- o Documentation for the secure handling and storage of test materials (e.g., materials check-in from LEA, school storage, secure materials checkout and check-in procedures for test administrators)
  - o Test administration training attendance records
  - o Self-monitoring records that ensure all documented accommodations will be provided to students (e.g., accommodation information to be coded on student answer sheets, optional forms from the *Testing Students with Disabilities* publication, *Review of Accommodations Used During Testing* forms, student participation rosters for specific accommodations, etc.)
- IEP/Section 504/EL/transitory impairment documentation for students in test administrations selected for observation (The LEA test coordinator will be informed of the test administrations selected for observation before the on-site monitoring previsit.)
- Copies of *Review of Accommodations Used During Testing* forms for students in testing sessions that will be observed during the monitoring visit with student information and required accommodations information filled in (The rest of the information is to be completed by the test administrator during/following testing.)

Procedures for Day of On-Site Monitoring Previsit
School systems should expect the following procedures to be followed by the NCDPI monitoring team on the day of the on-site monitoring previsit, which will take place the <u>afternoon before the monitoring visit</u>:
- Two NCDPI monitoring team members will arrive at the school at a specified time on the afternoon before the monitoring visit.
- Monitors will review corresponding student IEP, Section 504, EL, and/or transitory impairment documentation and *Review of Accommodations Used During Testing* forms for those students to be observed during testing.
- Monitors will conduct interviews with the school test coordinator and/or school principal if time and scheduling permit.

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

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

Monitoring Plan for the Verification of the Cohort Graduation Rate

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

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

To assist LEAs/charter high schools with improving documentation processes for the cohort graduation rate, the NCDPI recommends LEAs/charter high schools
- utilize the appropriate removal of codes to verify the withdrawal of students from the cohort,
- develop a written plan for withdrawal procedures for all students transferring out of the cohort,
- implement a process to ensure receipt and proper filing of an enrollment verification/request for records for all students transferring out of the cohort, and
- train local school and/or district staff on the acceptable documentation to collect for all students transferring out of the cohort.

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

Targeted Monitoring Plan and Assistance

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

- Code 3–relocated outside the state of North Carolina or out of the country
- Code 6–death

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

A three-part strategy for desk monitoring or in-person monitoring includes:
1. The NCDPI does a state distribution of exit codes and looks for schools that vary from the state average.
2. The NCDPI does a trend analyses and looks for unexpected trends in withdrawals used by schools.
3. The NCDPI reviews nominations from the regional accountability coordinators (RACs) of trouble areas to monitor.

For CGR Monitoring Reviews, the NCDPI identifies a pool of schools based on the following criteria:
- the school must be currently open,
- the school must have a CGR rate in the latest year with graduates, and
- the school must have a minimum of 5 students (or 10 percent of students in initial cohort) requiring documentation to remove a student from the denominator.

The NCDPI randomly selects up to 10 percent of schools (including charters) from the pool for audit and enforces an even distribution among the state's accountability regions.

The state plan consists of three phases:

1. <u>Desk Monitoring</u>: The on-going process of desk monitoring allows the state and regional accountability offices to do end-of-year review by requesting written documentation from selected districts.

2. <u>On-Site Monitoring</u>: Monitoring teams consist of the RAC staff and NCDPI staff. Each consultant completes a *Cohort Graduation Data Monitoring Verification Form* to review students for whom the NCDPI requests documentation and records any discrepancies found.

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

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

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

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

Types of Evidence/Documentation
- Certifications of Death
- Transfer for Record Form – For Private School, Home School
- Certifications of student leaving the state or country
- Detention Center Certification

See the following document *2017–18 Cohort Graduation Exit Code Guidance* for additional information on exit codes and the evidence/documentation that can be used for each student who exits from the calculation of the cohort graduation rate.

Cohort Graduation Exit Code Guidance

Withdrawal Code	Description	Cohort Action	Examples of Adequate Supporting Documentation
0	Has not left this school	Included in cohort (school, LEA, State)	School enrollment in PowerSchool and captured in an official data collection
1	Transferred to another school in the same system	Included in cohort (LEA, State)	Receiving school enrollment must be entered in PowerSchool and captured in an official data collection
2	Transferred to another system	Included in cohort (State)	Receiving school enrollment must be entered in PowerSchool and captured in an official data collection
3	Relocated outside the State of North Carolina, Out of Country, or to a Department of Defense (DOD) School	Excluded from cohort **only if** adequate documentation is provided	Provide one of the following documents: • Official Request for Student Record is required from receiving out-of-state public or private school • Written acknowledgement on official letterhead, email or enrollment letter from an administrator at the out-of-state or DOD receiving school confirming enrollment • Transfer record form or screen shot from receiving out-of-state school with signature • If a student has moved out of the country, obtain a written confirmation from the parent or a school administrator's documented conversation with the parent at the time of withdrawal • Written document from the Immigration & Naturalization Services that the student was deported (if applicable)
4	Dropped out	Included in cohort (school, LEA, State); counted as dropout	Not applicable
5	Temporarily withdrawn due to suspension or school approved illness (does not exempt the student)	Included in cohort (school, LEA, State)	Written acknowledgement on official letterhead from an administrator at the school confirming suspension or school approved illness
6	Death	Excluded from cohort **only if** adequate documentation is provided	An obituary, death certificate, newspaper article or funeral program
7	Other situation that does not exempt the student from the cohort	Included in cohort (school, LEA, State)	Not applicable
8	Visiting student (should not have been in the cohort)	Excluded from cohort **only if** adequate documentation is provided	Provide one of the following documents: • Written acknowledgement on official letterhead from an administrator at the school confirming visiting student • For foreign exchange students, a copy of the official exchange program paperwork reflecting the year of participation on exchange agency letterhead

Cohort Graduation Exit Code Guidance

Code	Description	Cohort Status	Guidance
9	Graduated (is listed on the official list of graduates)	Included in cohort (school, LEA, State)	Not applicable. Graduation status (diploma or certificate) is entered in Graduation Data Verification Report (GDVR) in PowerSchool and captured in an official data collection.
A	Transferred to a private school or facility **within the state** (includes NC School of Math and Science and NC School of the Arts) or legitimate private online/correspondence school	Excluded from cohort **only if** adequate documentation is provided	Provide one of the following documents: • Official Request for Student Records request from receiving private school • Provide a Notice of Intent to Operate a Private School Form located at https://ncadmin.nc.gov/citizens/private-school/notice-intent-operate-private-school. • Written acknowledgement on official letterhead from private online/correspondence school not physically located in North Carolina. Must be accredited by one of the following agencies: 1. New England Association of Schools and Colleges (NEASC) 2. Middle States Association of Colleges and Schools (MSA) 3. North Central Association of Colleges and Schools (NCA) 4. Southern Association of Colleges and Schools (SACS) 5. Western Association of Schools and Colleges (WASC) 6. Northwest Association of Accredited Schools (NAAS)
B	Transferred to home school **within the state**	Excluded from cohort **only if** adequate documentation is provided	Provide one of the following documents: • Provide a Notice of Intent to Operate a Home School located at https://ncadmin.nc.gov/citizens/private-school/notice-intent-operate-private-school. • Email or letter signed by parent or the Official Intent to Home School form
C	Transferred to a community college **within the state**	Included in cohort (school, LEA, State)	Dropout code entered in PowerSchool unless student officially leaves the high school to attend an approved Community College Adult High School Program (CCAHS) pursuant to State Board of Education (SBE) Policies DROP-000 and ACCT-039.
D	Certificate recipient	Included in cohort (school, LEA, State)	Graduation status (certificate) is entered in Graduation Data Verification Report (GDV) in PowerSchool
E	Documented transfer within district not indicated by DPI enrollment data	Excluded from cohort **only if** adequate documentation is provided	Provide one of the following documents: • Official Request for Student Record is required from receiving public or private school/facility • Written acknowledgement on official letterhead, email or enrollment letter from an administrator at the receiving school/facility confirming enrollment • Transfer record form or screen shot from receiving school/facility with signature

Cohort Graduation Exit Code Guidance

G	Documented transfer within state not indicated by DPI enrollment data (includes facilities such as the Youth Development and Detention Centers under the Department of Juvenile Justice & Delinquency Prevention or Division of Prisons facility)	Excluded from cohort **only if** adequate documentation is provided

Provide one of the following documents:

- Official Request for Student Record is required from receiving public or private school/facility
- Written acknowledgement on official letterhead, email or enrollment letter from an administrator at the receiving school/facility confirming enrollment
- Transfer record form or screen shot from receiving school/facility with signature
- Written copy of the court order or judgment decision should be kept on file with the district

If no exemption code is provided, a question mark (?) will appear in the CGRAudit files and the student will be included in the graduation cohort for the school, LEA, and the state. Students with this code will count against the school, LEA, and State graduation rate.

Note: Unacceptable documentation includes but is not limited to include yearbook pictures, commencement program, Facebook page posting, PowerSchool screen shot or in-house communication/form such as email from sending school's counselor.

<div align="center">**F. Scoring and Reporting**</div>

Requirement to Report Student Scores

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

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

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

General Statute §115C-174.13(b): Confidentiality of Student Scores

Any written material containing identifiable scores of individual students on tests shall not be disseminated or otherwise made available to the public by any person, except as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. §1232g.

Confidentiality of Student Scores When Publicizing Test Results

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

- publicly posting student names and test results and

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

As stated in the North Carolina *Testing Code of Ethics*, "Educators shall maintain the confidentiality of individual students. Publicizing test scores or any written material containing personally

identifiable information from the student's educational records shall not be disseminated or otherwise made available to the public by any member of the State Board of Education, any employee of the State Board of Education, the State Superintendent of Public Instruction, any employee of the North Carolina Department of Public Instruction, any member of a local board of education, any employee of a local board of education, or any other person, except as permitted under the provisions of the Family Education Rights and Privacy Act of 1974, 20 U.S.C.§ 1232g . . . In the event of a violation of this Rule, the State Board of Education may, in accordance with the contested case provisions of Chapter 150B of the General Statutes, impose any one or more of the following sanctions:

(1) withhold any applicable monetary incentive awards;

(2) file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;

(3) seek criminal prosecution of the person or persons responsible for the violation; and

(4) in accordance with the provisions of 16 NCAC 6C .0312, suspend or revoke the professional license of the person or persons responsible for the violation."

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

Students Receiving Services at a Visited School

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

Scanning, Scoring, and Reporting

Paper-and-Pencil Assessments:

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

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

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

For LEAs/charter schools administering paper-and-pencil tests with constructed response (CR) items, the completed answer sheets must be shipped by the LEA/charter school test coordinator to the vendor each test day. The vendors will score all items (i.e., multiple-choice and CR). The scoring process will begin the morning after the test record is received by the vendor. Scored paper-and-pencil test records will be returned electronically to the NCDPI within seven (7) business days of starting the scoring process. Therefore, test coordinators should allow approximately eight (8) business days to receive scored paper-and-pencil records.

Situations That Will Delay Scoring

The following situations will delay the scoring of individual student English III NCFE and CCRAA at Grade 11 paper-and-pencil answer sheets:

- Answer sheets are not precoded. Handwritten or manually marked answer sheets cannot be scored. A QR code specific to each student must be precoded on the answer sheet in order for it to be scored.

- The form number is not coded on the answer sheet. (English III NCFE only)

- Photocopied answer sheets are used by students instead of the original answer sheets shipped from TOPS.

- Correction fluid or tape is used on the answer sheets.

- Boxes are not packed according to the return instructions.

- Boxes are not packed appropriately, resulting in damaged materials (add filler to boxes that are not full to resist crushing).

- Incorrect shipping labels are used.

- The *Fax Return Verification Form* is not faxed or is faxed with incomplete/inaccurate information.

- The *School Shipping List* is not included or is included with incomplete or inaccurate information.

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

- Precoding marks are not aligned to the bubbles.

- The form number is not coded on the answer sheet.

- Photocopied answer sheets are used by students instead of the original answer sheets shipped from TOPS.

- Correction fluid or tape is used on the answer sheets.

- Boxes are not packed according to the return instructions.

- Boxes are not packed appropriately, resulting in damaged materials (add filler to boxes that are not full to resist crushing).

- Incorrect shipping labels are used.

- Transmittal forms are not completed accurately.

- NC General Purpose Header Sheets are not included in each box. Header sheets must be included for general and makeup administrations. Misaligned precoding marks or incomplete coding on header sheets will also delay scoring.

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

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

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

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

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

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

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

G. Test Administration Information

North Carolina Standardized Testing and Opting Out

To date, North Carolina does not allow any student to opt out of required testing unless there are extenuating circumstances, primarily related to serious health conditions. State Board policy ACCT-021 requires all students in membership (i.e., enrolled in a school) participate in the state assessment program.

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

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

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

A sample letter that LEAs/charters may use to address parents' concerns regarding testing mandates is located in Section V of this *Handbook*.

Uniformity of Test Administration

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

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

Documentation on the <u>current</u> IEP, Section 504 Plan, EL plan/documentation, or transitory impairment documentation must exist in order for students with disabilities, students identified as ELs, or students with a transitory impairment to receive accommodations approved for use by the NCDPI Division of Accountability Services/North Carolina Testing Program. The test administrator must ensure the appropriate students receive the accommodations and must follow all appropriate procedures in the *Testing Students with Disabilities* publication and the *Guidelines for Testing Students Identified as English Learners* publication and any published supplements or updates for providing accommodations to these students.

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

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

Paper Clipping Test Books

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

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

Paper Clip for Lunch Breaks–In *rare* cases in which students must leave the testing area for lunch, the students' test books must be paper clipped. In this situation, the test administrator must alert the students when they have five minutes remaining before the lunch break. Students must be told that their test books will be paper clipped so they cannot return to previously attempted questions. Pages that contain reading selections students will need access to must not be paper clipped. Therefore, students must complete the reading selection they are working on and the selection's questions before going to lunch. During lunch, students must not be allowed to access any electronic devices (e.g., computers, cell phones) or to discuss with others specific test questions or information contained within the test. All test materials must remain secure. Test administrators must inform students of this policy before they paper clip test books and students leave the testing area for lunch. For online administrations, students will have access to previously completed items when they return from lunch. Test administrators must monitor these students carefully to ensure they do not return to previous items. <u>Note</u>: If students (paper-and-pencil and online) will not have the opportunity to communicate with others or access any electronic devices (e.g., computers, cell phones) during lunch, the students may review and change responses after lunch in the portion of the test already completed before the lunch break. Students <u>cannot</u> return to mathematics calculator inactive questions if they have received a calculator and were working in the calculator active section before the lunch break.

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

Transcribing Gridded Response and Short Answer Test Items

Where appropriate documentation exists, the provision of the accommodations *Students Marks Answers in Test Book*, *One Test Item Per Page Edition*, *Large Print Edition*, *One Test Item Per Page Large Print Edition, Braille Edition*, *Braille Writer/Slate and Stylus*, *Dictation to a Scribe*, and/or *Assistive Technology Devices* is available to students with disabilities, including students only receiving services under Section 504. The need for the accommodation(s) must be documented in the students' current IEPs or Section 504 Plans and used routinely during the students' instructional programs and similar classroom assessments. For students who use these accommodations and record their responses in a manner other than the regular answer document, the test administrator or principal's designee must transcribe the students' responses to the appropriate answer sheet.

The transcription of a student's answers to the answer sheet must be identical to what the student has recorded or dictated to a scribe. The test administrator or principal's designee must not change or alter student responses or ask students to change or alter their responses. The transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel). One individual is to transcribe the student's responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process. All three individuals must sign the front cover of the test book.

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

- Write only one digit or symbol in each box. Spaces are permitted before or after the answer, but do not leave spaces within the answer. Darken the corresponding circle below each box on the answer sheet.

- Students are allowed to enter only the following digits or symbols into the answer box(es):

  - Grade 5: 1, 2, 3, 4, 5, 6, 7, 8, 9, . , /

  - Grades 6–8 and NC Math 1: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, . , /,-

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

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

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

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

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

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

Maximum Testing Time Allowed

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

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

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

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

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

- For paper-and-pencil administrations, students must be told that the test administrator will paper clip test books so students cannot go back to previously attempted questions. Pages that contain reading selections students will need must not be paper clipped. Therefore, students must complete the reading selection they are working on and the selection's questions before going to lunch. For additional information see *Paper Clipping Test Books*.

- For online administrations, students must click the PAUSE button before leaving the room for lunch. The online items must not be visible on computer monitors. For online administrations, students will have access to previously completed items when they return from their extended break. Test administrators must monitor these students carefully to ensure they do not return to previous items.

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

<u>Note</u>: If students (paper-and-pencil and online) will not have the opportunity to communicate with others or access any electronic devices (e.g., computers, cell phones) during lunch, the students may review and change responses after lunch in the portion of the test already completed before the lunch break. (Students <u>cannot </u>return to mathematics calculator inactive questions if they have received a calculator and were working on the calculator active section before the lunch break.)

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

- For all breaks during <u>paper-and-pencil administrations</u>, the student's answer sheet, blank paper, and graph paper (if applicable) must be placed inside the test book and the test book closed.

- For all breaks during <u>online administrations</u>, items must not be visible on computer monitors. Students must click the PAUSE button at the beginning of the break.

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

Students Who Complete the Assessment before the Scheduled Time Is Over

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

For Paper-and-Pencil Administrations Only

- verify with the student that he/she has completed the test, checked over his/her answer sheet, and is sure all answers are clearly marked and entered on the answer sheet for scoring;

- collect the student's answer sheet, test book, and all ancillary materials (e.g., calculators, used blank and used graph papers) (The test administrator must stack the student's test materials on the teacher's/test administrator's desk and must not open or review the student's answer sheet or test book. *The test administrator must <u>not</u> review test items or alter student responses; test booklets must remain closed and secure*); and

- ensure the student's reading material is a novel or other nontextbook, such as a magazine. (Textbooks, reference books, e-book readers, thesauruses, audio books, music, notes, or any unapproved testing aids are prohibited during the administration of any test in the North Carolina Testing Program. *During the scheduled testing time, students are 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.)

For Online Administrations Only

- verify that the student has clicked the End Test button to close the test (Once students have clicked the End Test button, they will not be able to return to the test items. A STOP sign will appear on students' screens after the End Test button has been clicked and the test has been closed.);

- collect all ancillary materials (e.g., calculators, used and unused papers, borrowed pencils, periodic tables); and

- ensure the student's reading material is a novel or other nontextbook, such as a magazine. (Textbooks, reference books, thesauruses, audio books, e-book readers, music, notes, or any unapproved testing aids are prohibited during the administration of any test in the North Carolina Testing Program. *During the scheduled testing time, students are only allowed to read novels or other nontextbooks after they are finished and waiting for other students to complete the test.* Students may put their heads down on their desks and rest if they decide not to read.)

If <u>all</u> 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 the assessment guide under the words *Read to Announce the End of the Testing Session.* Students must not be dismissed from the room unless authorized by the appropriate local official (e.g., principal). The test administrator must follow local procedures for returning students to the regular school schedule.

See the subsection <u>Maximum Testing Time Allowed</u> for procedures to follow for students who need additional time beyond that scheduled to complete the test.

Misalignment during Testing

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

- responding to test questions and recording the answers in the wrong section of the answer sheet (e.g., end-of-grade [EOG] reading/mathematics, EOG mathematics calculator inactive/active); or

- responding to mathematics gridded response test questions and coding the answer in the wrong column(s) below the recorded answer in the grid box; or

- responding to a short answer question next to an item number on the answer sheet that does not match the item number being answered in the test book.

Procedures for test administrators to follow in the event that misalignment occurs during the administration of the test are to be discussed during training. These procedures are listed below.

- If a student is observed marking a number on the answer sheet that does not match the number of the test question or is observed recording the answer in the wrong column(s) below the recorded answer in the grid box (mathematics only), the test administrator must use his/her best judgement to determine whether the error can be corrected during the testing session. If so, in the least disruptive manner possible, the test administrator should notify the student that the responses are misaligned. **Test administrators are not permitted to tamper with (e.g., alter, change, modify, erase) student responses to the test questions on the answer sheet.**

- In some cases, it may be appropriate to determine where the misalignment occurred, guide the student to recode/move responses so the coded bubbles/responses are in alignment, and allow the student to continue the test.

- In some cases, it may be appropriate to guide the student in getting back in alignment and to direct the student to continue answering questions for the assessment. The student should be told that he or she will receive help after finishing the rest of the test questions. Once the student completes the questions, the test administrator can guide the student reordering the misaligned coding/responses. The student then recodes/moves responses so the coded bubbles/responses are in alignment on the answer sheet.

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

- In some cases, it may be appropriate to end the test session for the student and complete a Report of Testing Irregularity so the student can be rescheduled to take another form of the test at a later date.

Student Emergencies and Restroom Breaks during Testing

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

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

- To the extent possible, only <u>one</u> student at a time is to be excused to the restroom.

- The student's test materials must be secured.

  o For paper-and-pencil tests, the answer sheet, blank paper, graph paper, etc. must be placed inside the test book as a place holder and the test book closed.

  o For online tests, the PAUSE button must be clicked to prevent the online test items from being visible on the computer monitor or tablet.

- The test administrator must note the time the student left the room to ensure the student has the allotted amount of time to complete the test upon return.

- If necessary, an appropriate member of the school staff may accompany the student to the restroom. Students must be accompanied if more than one is allowed to leave during the test at the same time.

- Upon return from the restroom for online tests, the student must click the CONTINUE button to resume work on the test.

English Learners and Testing Accommodations

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

- Testing accommodations must be documented in the students' current EL plans/ documentation before testing to substantiate the provisions of these accommodations. Copies of the documentation must be kept at the school and made available to test coordinators.

- The same accommodations must be used routinely during classroom instruction and similar classroom assessments that measure the same construct.

- Test administrators conducting test administrations with accommodations must be trained by the school system test coordinator or designee in the provision of the specified accommodation(s) before the test administration.

For information regarding appropriate testing procedures 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 Disabilities and Testing Accommodations

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

  o Testing accommodations must be documented in the students' current IEP or Section 504 Plans before testing to substantiate the provision of these accommodations.

o   The same accommodations must be used routinely during classroom instruction and similar classroom assessments that measure the same construct. If a student does not have at least thirty (30) school days preceding the test date to use the accommodation, then its use cannot be considered routine during instruction and similar classroom assessments.

o   Before the test administrations, test administrators conducting those with accommodations must be trained by the school system test coordinator or designee in the provision of the specified accommodations.

The superintendent or superintendent's designee, usually the LEA test coordinator, is responsible for ensuring special print versions are properly ordered. For ordering purposes, requests for *Braille Editions, Large Print Editions, One Test Item Per Page Editions*, and *Large Print One Test Item Per Page Editions* must be entered into the LEA-approved accommodations management system (i.e., CECAS, PowerSchool, or an LEA-approved third-party application) at the time of the IEP/504 committee meeting. Testing accommodations information <u>must</u> be accurately entered within the accommodations management systems to ensure students receive what they need on the day of testing. To ensure adequate production, quality control, and delivery time of the special print versions. The LEA test coordinator should check the TNN ordering page once it is open to verify that all special print versions have been submitted. Requests for special print versions other than those specified in the assessment guides must be submitted on 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. This publication is available through the local school system or at http://www.ncpublicschools.org/accountability/educators/tswd.

Students with Transitory Impairments and Section 504

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

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

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

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

Testing Accommodations Documentation

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

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

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

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

Review of Accommodations Used During Testing

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

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

- indicate if the accommodation was provided to the student during testing,

- describe how the accommodation was provided to the student,

- record if the student used the accommodation, and

- explain how the accommodation was used.

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

LEA Requirements for Destroying, Storing, or Returning Test Materials for the 2017–18 School Year

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

Securely Destroying Test Materials

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

Test Materials to Securely Destroy Immediately after the Testing Window Closes

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

Table 1: Test Materials Designated for Secure Destruction at the Completion of the Respective Testing Window
Beginning-of-Grade 3 (BOG3)
College and Career Readiness Alternate Assessments (CCRAA) Grades 10 and 11
Grade 3 Retest EOG English Language Arts/Reading
NCEXTEND1 used Manipulative Card Kits and used Selection Booklets (Selection Booklets are for English Language Arts only)
WIDA Screener Online used test tickets, scratch paper, and student test rosters
Large Print Edition test books
One Test Item Per Page Edition test books
Large Print One Test Item Per Page Edition test books
Braille Edition test books
Assessment Guides—destroy all guides after the testing window closes unless otherwise stated below: - Store EOC guides for use in spring and summer 2018.   - Store NC Final Exam guides for use in spring 2018.   - Store Read to Achieve guide for use in summer and fall 2018.   - Store EOG guides for use in 2018 summer programs.   - Store CCRAA guides for use in spring 2018.

Test Materials to Be Stored Locally

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

Table 2: Test Materials Designated to Be Stored by the LEA in a Secure, Locked Facility	
Test Material	**Required Storage Time**
2016–17 boxed Grade 3 Student Reading Portfolios	Store until the 2017–18 boxed reading portfolios are received from TOPS.
EOC NC Math 1, Biology, and English II	Store unused test materials from fall for use in spring; store unused test materials from spring for use in summer.
EOG ELA/Reading, Math, and Science	Store unused test materials from spring for use in summer programs.
Read to Achieve Test Grade 3	Store unused test materials from spring for use in summer and fall.
EOG Science Grade 8 Periodic Tables	Store indefinitely (Stock No. 12427).
NCEXTEND1 Used Assessor Booklets	Store six months after the return of students' test scores.
All used answer sheets for operational tests	Store six months after the return of students' test scores.
Answer sheets with misaligned answers (keep testing irregularities in a separate file)	Store for six months after the return of students' test scores.
NC General Purpose Header Sheets	Store indefinitely (Stock No. 14049).
NC Final Exams	Store unused test materials from fall for use in spring.
NC Final Exams Used *Multiple-Choice Only Answer Sheets*	Store for six months after the return of students' test scores.
NC Final Exams formula sheets and reference tables	Store indefinitely (Stock Nos. 14154, 14155, 14157, and 14831).
Unused EOC, EOG, CCRAA, and NC Final Exam graph paper	Store indefinitely.
Original responses recorded in a test book, including special print version test books (i.e., *Large Print Edition, One Test Item Per Page Edition, Large Print One Test Item Per Page Edition, Braille Edition*)	Store for six months after the return of students' test scores.
Original Braille writer/slate and stylus responses	Store for six months after the return of students' test scores.

Test Material	Required Storage Time
Original responses to a scribe	Store for six months after the return of students' test scores.
Original responses using a typewriter or word processor	Store for six months after the return of students' test scores.
WIDA Screener Online written responses for writing test grades 1–3	Store for six months after the return of students' test scores.
WIDA Screener Paper student response booklet	Store for six months after the return of students' test scores.
W-APT kindergarten test materials (reusable except for scoring sheets)	Store indefinitely (all forms).

Test Materials to Return to Vendors

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

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

Test Materials to Return to the NCDPI/TOPS Warehouse

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

Table 4: Test Materials Designated to Be Returned to the NCDPI/TOPS Warehouse at the Conclusion of the Testing Window
NCEXTEND1 unused Assessor Booklets, unused Manipulative Card Kits, and unused Selection Booklets (intact teacher kits)
All WIDA Screener paper test materials, except used Student Response Booklets

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

NC Check-Ins

Following the administration of an NC Check-In, student test books can be kept at the school for five weeks, after which LEAs must securely destroy/recycle these materials.

Charter School Requirements for Destroying, Storing, or Returning Test Materials for the 2017–18 School Year

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

Before Ordering

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

Shipping/Receiving

- Orders will be shipped not more than ten (10) days before the first test date.
- Inventory should be conducted <u>immediately upon receipt</u> of all test materials to ensure that the packing list(s) match exactly what is included in the box of materials.
- Note quantities received in the column on the packing list.
- Fax the packing list verifying the accuracy of or any discrepancy in the quantity received to TOPS (919) 515-4622 the <u>same</u> day that the materials arrive in the building. See the following example label which will be on the bottom of the packing list.

Date_____ Checked in Correctly _____
Discrepancies Noted in Qty. Received Column _____
Do Not Send_____
Please Do Send_____
Signature_____Test Coordinator

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

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

Returning Materials

- **ALL** test materials are to be returned to TOPS two (2) business days after the regular administration. This includes all unused test books, unused answer sheets, used and unused administration guides, used scrap paper, used graph paper, used periodic tables and reference tables, and any used approved supplemental materials.

- All students with the *Mark-in-Book* accommodation must have the transcription label on the front of their test book completed.

- Separate mark-in books and then place them on top of the other materials with a cover sheet identifying them as mark-in-books.

- Pack boxes according to the quantities on the packing lists.

- Any school not returning all materials must file a report in the OTISS and will be subject to a report to the charter school office.

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

| **H. Online Testing** |

Online Testing for 2017–18

The North Carolina Testing Program will provide <u>all</u> summative assessments online for the 2017–18 school year. This includes the following assessments, some of which are required online administrations:

- Beginning-of-Grade 3 (BOG3) Assessment,
- English Language Arts/Reading End-of-Grade Assessments (Grades 3–8),
- English Language Arts/Reading Grade 3 Retest,
- Read to Achieve (RtA) Test,
- Mathematics End-of-Grade Assessments (Grades 3–8),
- Science End-of-Grade Assessments (Grades 5 and 8),
    - **Science Grade 8 (<u>Required Online Administration</u>)**
- Biology End-of-Course Assessment,
    - **English II End-of-Course Assessment (<u>Required Online Administration</u>),**
- NC Math 1 End-of-Course Assessment,
- All North Carolina Final Exams (NCFEs)
    - **NC Math 2 (<u>Required Online Administration</u>)**
    - **NC Math 3 (<u>Required Online Administration</u>)**
- College and Career Readiness Alternate Assessment Grade 10,
- College and Career Readiness Alternate Assessment Grade 11, and
    - **ACCESS for ELLs (<u>Required Online Administration</u>).**

The only exceptions to any of the required online administrations are (1) for LEAs and charter schools that do not have the technology capability to support administering the online assessment(s) and (2) for individual students with disabilities who have documented accommodations that dictate a paper/pencil test format is necessary for accessibility.

Technology Hardship Requests. If LEAs/charter schools do <u>not</u> have the technology capability to support administering the <u>required</u> online assessments to students, a letter indicating the reason(s) for the hardship 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 RAC prior to processing/shipping.

Accessibility for Students with Disabilities. If the required accommodations documented on a student's current IEP or Section 504 Plan dictate a specific mode for assessment (i.e., paper/pencil or online), then that mode must be provided to the student on test day. The mode must support the accommodations. The decision regarding testing accommodations must be based on the individual needs of the student. A letter does not need to be submitted to the Director of

Accountability Services for approval for students with disabilities who have documented accommodations that dictate a paper/pencil mode is necessary for accessibility.

Online Test Format

Online assessments are presented through a secure platform (e.g., NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App with required security measures). All test items are formatted specifically for online presentation and presented on the screen one test item at a time. Online assessments provide a toolbar at the top of the screen that includes the following options: Reset, Flag, Strike, Highlight, Unhighlight, Clear Highlight, and Help. Navigation buttons (i.e., First, Back, Pause, Next, and Review) are located at the bottom of the screen. Scroll bars appear on test items as needed, based on the length of the test item or font size.

Online assessments are available to all students in regular or large font and in alternate background colors; however, the NCDPI recommends these options be considered only for students who routinely use similar tools (e.g., color acetate overlays, colored background paper, and large print text) in the classroom. It is recommended that students be given the opportunity to view the large font and/or alternate background color versions of the online tutorial and released forms of the assessment (with the device to be used on test day) to determine which mode of administration is appropriate. Students with the documented accommodation *Test Read Aloud (in English)* have access to audio files of item content for all online assessments except those that measure reading skills (e.g., EOC English II, EOG ELA/Reading 3–8).

Internet Security, Security of Test Materials, and Online Content

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

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

- Never share passwords with anyone. User accounts are confidential.

- 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 Assessment Tutorial

Online Assessment Tutorials are available for all North Carolina-developed online tests through the NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App with required security measures. Schools must ensure every student participating in 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. Note: Students testing online in grade 3 should complete the tutorial twice; once at the beginning of the year (BOG3 tutorial) and once before the end-of-year administration of the EOG (grades 3–4 tutorial). Additionally, students participating in the online NC Check-Ins must complete the appropriate Online Assessment Tutorial one time at the school before the administration of NC Check-In 1. Online NC Check-In students are not required to repeat the tutorial for end of year EOG online testing.

The following chart outlines the Online Assessment Tutorials available for use:

Tutorial Pick List	Item Types	Item Content Areas	Complete Once before Administration
BOG3	• Multiple-choice	• ELA/Reading	• Beginning-of-Grade 3 ELA/Reading Test • EOG ELA/Reading RETEST • Read to Achieve Test
Grades 3–4	• Multiple-choice	• ELA/Reading • Mathematics	• EOG Reading • EOG Mathematics • NCFEs • NC Check-Ins Mathematics Grade 4
Grades 5–8	• Multiple-choice • Gridded response • Technology enhanced	• ELA/Reading • Mathematics • Science	• EOG Reading • EOG Mathematics • EOG Science • NCFEs • NC Check-Ins Reading • NC Check-Ins Mathematics Grades 5 and 6
Grades 9–12	• Multiple-choice • Gridded response • Technology enhanced • Constructed Response	• ELA/Reading • Mathematics • Science • Social Studies	• EOCs • NCFEs
CCRAA	• Multiple-choice • Constructed response	• English • Reading • Math • Science • Writing	• CCRAA Grade 10 • CCRAA Grade 11

The Online Assessment Tutorials are not assessments; they allow users to practice navigating through the testing platform and to respond to sample test items. During an Online Assessment Tutorial, students can become familiar with tools, navigation, item tracking/flagging/response features, interactive items, and other test interface features.

Additionally, an 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. An Online Assessment Tutorial can assist students whose Individualized Education Programs (IEPs) or Section 504 Plans designate the *Large Print* accommodation in determining if the large font will be sufficient on test day. If the size of the large font is not sufficient for a student because of his/her disability, this accommodation may be used in conjunction with the *Magnification Devices* accommodation, or a *Large Print Edition* of the paper-and-pencil assessment may be ordered. Note: The standard *Large Print Edition* tests are printed on 11" × 17" paper using 22-point Verdana font.

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

Schools may use one of two Online Assessment Tutorial options with students. (1) Schools may play a video that demonstrates how to use the available tools, how to navigate the system, how to respond to each item type, and how to use the end-of-test review page. Immediately following the video, students must complete a self-paced, interactive set of online sample items for the appropriate assessment offered in the same venue as the assessment. The NCDPI strongly recommends schools show the appropriate video to groups of students 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. The standard scripts are available on the TNN page in NC Education. Schools should review both options before the tutorial sessions to determine the best option for students.

Testing Schedule for Online Assessments

Online assessments have the following scheduling options:

- Online assessments should be administered as early in the school day as the school schedule permits; however, afternoon administrations are also permissible.

- For best practices, the North Carolina Testing Program strongly recommends schools schedule each online assessment within the school day for the maximum time allowed without interfering with lunch or bus schedules. All students, including students with the *Scheduled Extended Time* accommodation, must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.

- Schools may elect to administer two assessments in one day. However, caution must be taken when scheduling such testing to ensure that students can eat lunch during the school day and travel home at their regularly scheduled time.

- For grades 3–8 only, the EOG English language arts/reading and mathematics assessments must be administered in one format (i.e., online **or** paper-and-pencil). For example, if the student is administered the mathematics assessment online, the English language arts/reading assessment must also be administered online.

- The administrations of the online EOG English language arts/reading and mathematics assessments do not have to occur on consecutive school days.

- Students in different grade levels/courses can be grouped together for online testing only if the directions are the same, the test administration time is the same, the test materials are the same, and the test is not being read aloud. Test coordinators must ensure students do not feel so uncomfortable with mixed-grade/course grouping that test performances are affected.

- Students receiving the *Test Read Aloud (in English)* accommodation must also receive the *Testing in a Separate Room* accommodation (one-on-one) unless using headphones.

Technical Specifications for NCTest

To ensure students receive a valid and reliable assessment administration, schools must meet specific technical requirements. The technical specifications for NCTest, which is used to deliver the online assessments, are found at http://center.ncsu.edu/nct/. Schools must review these technical requirements on days before an online assessment and must make any necessary adjustments before administering an online assessment. Schools that administer an online assessment but do not meet the technical requirements are at risk of providing students 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 the students, making adjustments to the local network, ensuring all required applications are loaded and meet necessary version requirements, and setting a minimum screen resolution. Schools should periodically review the technical requirements at http://center.ncsu.edu/nct/ for updates.

Technical Difficulties

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

Help Desk

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

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

- First and last name and title/position of contact person

- Phone number and/or e-mail address for a response from the Help Desk

- School district name

- School name

- LEA/school code

- Test name (course or subject and grade level)

- Form number (available at the top of the screen)

- Description of incident

- Error message(s) (document the words verbatim)

- Specific item number(s), if applicable

- Operating system name and version number

- Secure platform being used (e.g., NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App)

- Steps taken locally to resolve the issue

E-mail requests are preferred for Help Desk communications and should be sent to ncdesk@ncsu.edu. Phone requests can be placed by calling (919) 515-1320 from 7:30 a.m. until 5:00 p.m., Monday through Friday (excluding holidays), before and during the NCDPI-designated testing windows. The Help Desk should provide the caller with a ticket number for reference. *If the Help Desk does not provide a ticket number, the caller should request one.*

Interruption during the Test

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

Items Not Displaying or Not Displaying Correctly

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

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

Items Appearing Slowly on the Screen

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

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

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

- Ensure the appropriate NCDPI-approved secure platform is installed.

- Ensure test administrators have an NC Education user account and their username and password is working correctly and 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" for the appropriate school to start an online assessment. For questions, contact the Help Desk (ncdesk@ncsu.edu).

- Ensure that every student participating in an online assessment has completed the appropriate Online Assessment Tutorial for the associated assessment(s) at least one time per year at the school. The Online Assessment Tutorials are available through the NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App with required security measures.

- Ensure all computers and tablets meet specified technical requirements listed at http://center.ncsu.edu/nct/.

- Ensure 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 Student Interface Questions (SIQ) for students requiring the following interface options or documented accommodations: alternate background color, large font, *Multiple Testing Sessions* accommodation, *Test Read Aloud (in English)* accommodation, and/or other required accommodations (i.e., accommodations other than *Multiple Testing Sessions* and/or *Test Read Aloud [in English]*).

Student Interface Questions (SIQ)

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

Student Interface Options:

- Alternate Background Color

- Large Font

Accommodations Required by Student:

- *Multiple Testing Sessions*

- *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 different background colors to *all* students; however, the NCDPI recommends these options be considered specifically for students who routinely use similar tools (e.g., color acetate overlays, colored paper, 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.

Procedures the Test Administrator Must Complete ON Test Day

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

- Launch the NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App and click on the NCTest LOGIN button.

- Choose the appropriate 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 located near the top of the screen.

- **Do not click the START button for the student.**

Steps to Complete AS Students Enter the Room
As students enter the room, the test administrator must instruct them to sit at the specific computer or tablet that displays their name on the screen and to refrain from using the computer or tablet until directed to do so.

Steps to Complete before Beginning the Test Administration
After all students are seated, and before the test administration can begin, the test administrator must confirm the following:

- Each student's screen is set to the START page.

- The student's name, PowerSchool student number, and school name are correctly identified on his or her computer or tablet screen.

Steps to Complete When a Student Finishes the Test Administration
When a student completes the test, the test administrator must ensure the following:

- the student has clicked the END TEST button to close the test. A STOP sign will appear on the students' screen after the END TEST button has been clicked and the test has been closed. Clicking the EXIT button on the STOP sign screen closes the NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App.

<u>Note</u>: For additional information on procedures to follow for students who complete the assessment before the scheduled time is over, see Section G, subsection *Students Who Complete the Assessment before the Scheduled Time is Over*.

Steps to Complete following the Test Administration
Upon completion of testing, the test administrator must:

- 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. Test security must be maintained at all times.
- Complete either before test day or on test day before 7:00 p.m. all applicable Special Codes located for that assessment in the Special Codes tab in NC Education. The Misadministration and Absent from Makeup Special Codes must be completed after testing, if applicable.
- Complete the Accommodations Provided in the Accom Provided tab in NC Education for all students marked in the SIQ as requiring accommodations (i.e., *Multiple Testing Sessions, Test Read Aloud [in English], Other Required Accommodations*).

I. Testing Irregularities and Misadministrations

Testing Violations and Testing Irregularities

Test administrators and proctors must report any alleged testing violation or testing irregularity to the school test coordinator on the day of the occurrence. The school test coordinator must contact the school system test coordinator immediately with any allegation of a testing violation. The school test coordinator must then conduct a thorough investigation and complete the Report of Testing Irregularity provided through the Online Testing Irregularity Submission System (OTISS). (Please note that persons reporting irregularities on OTISS must first receive training and a password from the LEA test coordinator.) The OTISS irregularity report must be submitted to the school system test coordinator within five (5) days of the occurrence. Different incidents must be documented on separate reports of testing irregularities even when the incidents occur during the same test administration in the same room. For example, if one student is disruptive during testing and another student becomes ill during the administration of the same test, two separate reports of testing irregularity must be filed on OTISS. If the superintendent or school system test coordinator declares a misadministration, the misadministration must be documented and reported using appropriate procedures outlined on OTISS.

Note: The RAC must be contacted by the LEA or charter test coordinator immediately upon learning of any alleged serious testing violations/irregularities that may require a misadministration and/or the completion of an OTISS Investigation Checklist.

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

Eligibility Issues:

- Failing to test all eligible students (SBE policy TEST-010)

- Administering tests to ineligible students

Accommodation Issues:

- Providing accommodations to students who are not eligible to receive them

- Failing to provide approved accommodations to the appropriate students

- Failing to follow appropriate procedures for providing testing accommodations

- Providing *Test Read Aloud (in English),* or *Interpreter/Transliterator Signs/Cues Test* accommodations during an assessment that measures reading skills (e.g., EOG English Language Arts/Reading, EOC English II)

Security Issues:

- Allowing access to the tests to school or district personnel who do not have a legitimate need

- Allowing students to review secure test materials before the test administration

- Leaving students unsupervised with access to secure test materials

- Not maintaining security of NC Education username and password

- Failing to store secure test materials in a secure, locked facility

- Failing to cover or remove bulletin board materials, classroom displays, or reference materials (printed or attached) on students' desks that provide information regarding test-taking strategies or the content being measured by the test

- Failing to return the originally distributed number of test materials (e.g., test books, answer sheets, assessment guides) to designated school personnel

- Reproducing secure tests in any manner or form

- Giving students instruction related to the concepts measured by the test before the test administration or during the test administration session

- Discussing with others any of the test items or information contained in the tests or writing about them 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 during breaks

- Leaving secure materials unattended during restroom breaks or lunch breaks

- Leaving the room unmonitored when students and secure materials are present

Procedural Issues:

- Paraphrasing, omitting, revising, interpreting, explaining, or rewriting the script, directions, or test items, including answer choices (SBE policy TEST-010)

- Reading or tampering with (e.g., altering, changing, modifying, entering, erasing, or scoring) student responses to the test questions by school/district personnel

- Failing to administer the <u>secure</u> tests on the test date <u>or</u> during the testing window designated by the NCDPI Division of Accountability Services/North Carolina Testing Program

- Failing to follow the test schedule procedures or makeup test schedule designated by the NCDPI Division of Accountability Services/North Carolina Testing Program

- Providing students with additional time beyond the designated maximum time specified in the assessment guide (except for students with documented special needs requiring accommodations, such as *Scheduled Extended Time*)

- Test administrator/proctor 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 item(s) not displaying properly

OTISS Investigation Checklists and Action Plan

When LEAs/charter schools submit irregularity reports on OTISS, some may require an investigation checklist, along with investigation summary report(s) and other pertinent documentation, to be submitted to the NCDPI. Irregularities/violations that require an investigation and checklist(s) include, but are not limited to, the following:

Irregularity Type
Secure material divulged
Improper use of test materials
Missing test materials
Items from secure test used for instruction
Reproduction of secure test in any manner or form
Making copies of the test/test items available to others
Failure to delete secure electronic files
Test materials not stored in a secure, locked facility
Test books not properly returned
Failure to remove inappropriate displays
Teacher/proctor inadequately supervised testing
Modifying, paraphrasing, omitting, revising, explaining test directions, test items, and/or answer choices for standard administration
Techer altered student responses
Teacher proctor gave improper assistance or provided improper instruction
Test not administered on designated date/window

Copies of investigation checklists for the school test coordinator and for the LEA test coordinator are available in the *Forms and Notices* section of this handbook and in the NCDPI OTISS to assist LEAs/charters in the process of collecting information and conducting a thorough investigation of the alleged testing violations. The checklists provide the necessary steps and guidance for filing irregularities and completing investigative measures. Also available in OTISS is a sample copy of an action plan that may be used to address areas of concern in testing and to outline procedures for establishing corrective actions.

Misadministrations

School systems must monitor test administration procedures. According to SBE policy TEST-001, if school officials discover any instance of improper administration and determine that the validity of the test results has been affected, they must 1.) "notify" the local board of education, 2.) declare a misadministration and 3.) order the affected students to be retested. Only the superintendent and the LEA test coordinator/charter school test coordinator have the authority to declare misadministrations at the local level.

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

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

J. Participation in the North Carolina Testing Program

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

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

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

- general assessment under standard conditions (i.e., without testing accommodations)

- general assessment <u>with</u> testing accommodations (On a case-by-case basis where appropriate documentation exists, students with disabilities and students identified as ELs may receive testing accommodations. The need for accommodations must be documented in the student's current IEP, Section 504 Plan, or EL documentation. The accommodations must be used routinely during the student's instructional program and similar classroom assessments.)

- alternate assessment (with or without accommodations) (Students with disabilities who meet specific eligibility criteria may be assessed using alternate assessments. The decision to participate in an alternate assessment must be documented in the current IEP. Students with only section 504 Plans are not eligible for participation in any of North Carolina's alternate assessments.) Available alternate assessments include:

    o ***NCEXTEND1*** (Grades 3–8, 10, Grade 11)

    o College and Career Readiness Alternate Assessment (CCRAA) for Grade 10

    o College and Career Readiness Alternate Assessment (CCRAA) for Grade 11

    o Alternate ACCESS for ELLs

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

K. Testing Calendars and Required Testing

North Carolina Statewide Testing Calendar 2017–18

The North Carolina statewide testing calendar for the 2017–18 school year may be found at http://www.ncpublicschools.org/accountability/

Required Testing and Accountability Requirements for 2017–18

The North Carolina Testing Program chart of federal and state required tests and how they are used in the Accountability model for the 2017–18 school year may be found at http://www.dpi.state.nc.us/accountability/generalinfo.

2017–18 Testing Requirements for the North Carolina Testing Program

North Carolina required testing for the 2017–18 school year, including the alternate assessments, is found at http://www.dpi.state.nc.us/accountability/generalinfo

Testing Program Overview

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

2017–18 North Carolina Final Exams

This page includes information on the 2017–18 North Carolina Final Exams administered as part of North Carolina's Teacher Evaluation and School Executive Evaluation Process.

2017–18 Testing for Read to Achieve at Grade 3

This page includes information and resources on the 2017–18 Read to Achieve program and assessment.

L. State Board of Education Policies and Legislative Requirements

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

Appropriate Use of State Tests/Testing Program Documents

- TEST-004 —Policy delineating the appropriate use of state tests

- TEST-009– Policy regarding rules, guidelines, and procedures governing the NC Testing Program

- TEST-015—Policy minimizing time devoted to standardized tests

Test Security

- TEST-010—Policy adopting a testing code of ethics

End-of-Course Tests

- TEST-003–Policy delineating use of end-of-course tests for accountability

- CCRE-001—Policy defining "Course for Credit"

State-Designated Assessments for the Teacher Evaluation Process

- TEST-016–Policy delineating use of state-designated assessments for the North Carolina teacher evaluation process

Testing Students Who Are English Learners

- TEST-011–Policy outlining the use of English Learner testing accommodations and eligibility for participation in the state-designated assessment

- WRLG-000–Policy establishing guidelines for English Learner Programs

Graduation Requirements

- GRAD-004–Policy delineating state graduation requirements

- GRAD-001—Policy giving the local school boards of education the authority to exceed minimum graduation requirements

- ACCT-039–Policy delineating the cohort graduation rate

Academic Achievement Standards and Achievement Level Descriptors

- TEST-037–Academic achievement standards and achievement level descriptors for **NCEXTEND1** alternate assessments in English Language Arts/Reading and Mathematics at Grades 3–8; Science at Grade 5 and 8; English II, Math I, and Biology at Grade 10; and Grade 11

- TEST-036—Academic achievement standards (cut scores) and achievement level descriptors for end-of-course assessments in Biology, English II, and NC Math 1

- TEST-033–Academic achievement standards (cut scores) and achievement level descriptors for End-of-Grade Assessments in English Language Arts/Reading and Mathematics at Grades 3–8 and Science at Grades 5 and 8
- TEST-013–Policy delineating the test development process for multiple-choice tests

Accountability Model

- ACCT-020–Policy delineating the components if the READY Accountability Model
- ACCT-021 –Policy delineating the annual performance standards under the READY Accountability Model
- ACCT-038–Policy delineating the alternative schools' accountability model
- CHTR-001–Policy delineating charter school accountability requirements

Use of Test Results

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

Other Policies Related to the North Carolina Testing Program

- TEST-001–Policy governing test administration in the public schools

- TEST-002–Policy governing the role of the testing coordinator

M. North Carolina Accessibility Framework

When determining which accommodations are needed during instruction, classroom assessments, and state testing , it is important IEP teams and Section 504 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 or Section 504 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.

North Carolina Universal Design features include the following:

North Carolina Universal Design Features
Calculator (assessments requiring calculator use only)
Breaks at predetermined intervals
Scratch paper
Pencils with erasers
Graph paper (mathematics tests)
Tests written using Plain English*

*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 and Section 504 Plans, the IEP team or 504 committee should make decisions on what designated features need to be provided. All designated features must be identified in the current IEP or Section 504 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.

Online Administrations	Paper-and-Pencil Administrations
Highlighter Tool	Highlighters
	Reading Tracker • A tracking tool guides the student's eyes while reading text. • The reading tracker must be blank/empty on both sides for test administrations.
Color Contrast • This tool changes background color to provide higher contrast on a computer screen. • The required Online Assessment Tutorial is used to determine a student's preferred alternate background color. • Options for color contrast are black background with yellow font or a background of yellow, green, or gray with black font. • This tool must be preselected in the student interface questions (SIQ) on NC Test in order to be available at the time of testing.	Color Acetate Overlays • A color acetate overlay can change background color to provide the student with higher contrast. • A student may use only <u>one</u> color overlay for testing.
Adapted Mouse • Before testing, test administrators must ensure that any adapted mouse meets the requirements of the NC Testing Program.	
Adapted Pencil • Larger diameter • Modified special grip for a No. 2 pencil • Mechanical No. 2 pencil	

Online Administrations	Paper-and-Pencil Administrations
Preferential Seating within the Regular Classroom • Preferential seating within the regular classroom (i.e., not in a separate setting) may be used for students for the administration of all tests within the North Carolina Testing Program. • Preferential seating may be appropriate for students who have difficulty maintaining attention in a group setting, students who use specialized equipment that may be distracting to others, or students with visual impairments who may need special lighting or to sit closer to the front of the room. • Preferential seating must be used routinely during classroom instruction and similar classroom assessments. • All preferential seating must be positioned in such a way that no student is able to see another student's test documents.	
Adaptive Seating • Adaptive seating must be consistent with the seating used routinely during classroom instruction and similar classroom assessments. • Adaptive seating may include, but is not limited to, round tables, standing desks, stability/yoga balls, working on the floor with a clip board, sitting on a couch, or sitting on a floor mat at a table. • All adaptive seating must be positioned in such a way that no student is able to see another student's test documents. • All rooms with adaptive seating designated for testing (including those to which students may be relocated), *must* be approved by the RAC before testing can occur.	
Read Aloud Test Directions (in English) • Test administrators can read test directions aloud to students as many times as necessary for students to understand the directions. • 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.	
Redirection • 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. • 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. • Redirection must be provided in a consistent manner and must not interfere with the standardization of the test administration.	

Accommodations

Accommodations are available in North Carolina for students with a current IEP, Section 504 Plan, or for students with a current English Learner (EL) plan. Accommodations are changes in procedures or materials that ensure equitable access to instructional and assessment content for students who need them. When accommodations are provided in accordance with the appropriate procedures and a proper test administration, results from the tests are deemed valid.

Specific information about approved accommodations for use on state-mandated tests for students with an IEP/Section 504 Plan can be found in the *Testing Students with Disabilities* publication located at http://www.ncpublicschools.org/accountability/policies/tswd/.

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Information about accommodations available to English Learners (ELs) can be found in the *Testing Students Identified as English Learners* publication located at
http://www.ncpublicschools.org/accountability/policies/slep/.

Accessibility Framework Decision Making Support

The Council of Chief State Support 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 what 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

Five-step Decision-making Process

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

N. North Carolina Statewide Assessments

This section provides policy information on the following statewide assessments:

- WIDA® Screener and ACCESS for ELLs®

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

- End-of-Grade Tests—English Language Arts/Reading at Grades 3–8

- End-of-Grade Tests—Mathematics at Grades 3–8

- End-of-Grade Tests—Science at Grades 5 and 8

- End-of-Course Test—NC Math 1

- End-of-Course Test—English II

- End-of-Course Test—Biology

- North Carolina Final Exams

WIDA™ Screener and ACCESS for ELLs® 2.0

Identifying and Assessing English Learner Students

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

- The WIDA™ Screener Online is the state-designated English Learner proficiency identification test.
- The ACCESS for ELLs® 2.0 is the annually-administered, state-designated English Learner proficiency test.

WIDA Online Screener. The WIDA Screener Online is the state-designated EL proficiency assessment given to incoming students in Grades 1–12 to assist educators in identifying students as English language learners (ELLs). The purpose of this assessment is to help educators make decisions about whether a student is a candidate for English language support services. The WIDA Screener Online assesses the four language domains of Listening, Speaking, Reading, and Writing.

WIDA Screener is available as a paper-based assessment; however, the paper format is permissible only to individual students with disabilities who have documented accommodations in their IEPs or Section 504 Plans that dictate a paper/pencil format is necessary for accessibility.

Note: WIDA does not currently offer a WIDA Screener assessment for kindergarten students. LEAs/charter schools needing to assess kindergarten students for eligibility for ELL services should use instead the W-APT Kindergarten test form.

ACCESS for ELLs 2.0. The ACCESS for ELLs 2.0 is the state-designated EL proficiency assessment administered to kindergarten through twelfth-grade students who have been identified as ELLs. It is given annually to monitor students' progress in acquiring academic English. The assessment is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.

This assessment is available as a paper-based assessment; however, the paper format is permissible only to individual students with disabilities who have documented accommodations in their IEPs or Section 504 Plans that dictate a paper/pencil format is necessary for accessibility. Note: Kindergarten is paper-based.

Eligible Students

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

Following the HLS process, the WIDA Screener Online must be administered to all students who identify a language other than English during the HLS process. The WIDA Screener Online functions

as a screener used for (1) the initial assessment of English language proficiency in speaking, listening, reading, and writing and (2) the English as a Second Language (ESL) Program placement of the students identified as ELs needing assistance.

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

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

All students identified as ELs must be assessed on all four ACCESS for ELLs 2.0 subtests annually during the state-designated testing window. If one or more subtests cannot be administered, schools must follow the directions specified by the NCDPI.

Note: The ACCESS for ELLs 2.0 may be too cognitively and linguistically complex for a small population of ELs with the most significant cognitive disabilities. The Alternate ACCESS for ELLs is designed for eligible students with significant cognitive disabilities who are designated as ELs. Additional information on the Alternate ACCESS for ELLs, as well as sample items, can be found at http://www.wida.us/assessment/alternateaccess.aspx.

Testing Window

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

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

ACCESS for ELLs 2.0. Annual ACCESS testing for students identified as ELs must occur during the state-designated testing window. The 2017–18 testing window is February 5–March 9, 2018.

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

Eligibility for Testing Accommodations

If a student scores below Level 5.0 Bridging on the reading subtest of the WIDA Screener/ACCESS for ELLs 2.0, the student is eligible to receive state-approved EL testing accommodations on all

state tests. If the student scores Level 5.0 Bridging or above on the reading subtest of the WIDA Screener/ACCESS for ELLs 2.0 or exits EL identification, the student must participate in all state tests without accommodations (SBE policy TEST-011).

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

Testing Accommodations for EL Students with Disabilities

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

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

Purposes of the Test

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

- The BOG3 English Language Arts/Reading Test establishes a baseline measure of beginning third-grade students' ELA/reading skills.
- Students who score achievement level 3 or higher on the BOG3 ELA/Reading Test demonstrate reading proficiency appropriate for third-grade students, which satisfies the requirements of the Read to Achieve legislation.
- Based on demonstrated student outcomes in reading proficiency, the BOG3 ELA/Reading Test serves as a teacher-growth tool for determining those teachers who are well-suited to teach reading camps (G.S.§115C-83.3[4a]).
- Data from the administration of the BOG3 ELA/Reading Test and the administration of the EOG3 ELA/Reading Assessment are used for school accountability growth and student growth for teachers and administrators.
- Students in grade 3 who are not proficient on the EOG3 ELA/Reading Assessment, but are proficient on the BOG3 ELA/Reading Test (i.e., score achievement level 3 or higher) count as proficient in the performance composite and school performance grades.

Eligible Students

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

- students with disabilities who, according to their IEP documentation, participate in the **NCEXTEND1** alternate assessment in accordance with state policies
- **for 2017–18** only students identified as EL students who score below Level 4.0 Expanding on the reading subtest of the WIDA Screener and are in their first year in U.S. schools
    Note: The Every Student Succeeds Act (ESSA) requires that each state develops a plan for the inclusion of recently arrived ELs in the state accountability model. Effective with the 2017–18 school year and beyond, all students identified as ELs, including students in their first year in U.S. schools, must participate in the statewide testing program in all subject areas (i.e., standard administration with or without accommodations). Because of the late dissemination of this information, the first year in U.S. school's exception may be used for 2017–18 BOG3 administrations.

- transfer students who were administered the BOG3 English Language Arts/Reading Test at the former school before moving (For school accountability purposes, students must not be tested two or more times with secure statewide tests unless the school system discovers a misadministration.)
- in <u>rare</u> cases, students who are granted a medical exception because they are deemed medically fragile owing to a significant medical emergency and/or condition and are unable to participate in a specific test administration (The principal or school test coordinator must contact the school system test coordinator for procedures on how to request a medical exception. All medical exceptions must be approved by the Division of Accountability Services/North Carolina Testing Program.)

Testing Formats
The BOG3 is available in both online and paper-and-pencil formats.

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

Testing Schedule
The testing schedule for the BOG3 ELA/Reading Test is listed below.

- The BOG3 ELA/Reading Test must be administered in one day (except for administrations involving students with documented special needs requiring accommodations, such as *Multiple Testing Sessions*).

- <u>For paper-and-pencil administrations</u>-all students at grade 3 within a school must be administered the test at the same time on the same day.

- The test should be administered as early in the school day as the school schedule permits; however, afternoon administrations are also permissible.

- For best practices, the North Carolina Testing Program strongly recommends schools schedule the BOG3 test within the school day for the maximum time allowed without interfering with lunch or bus schedules. All students, including students with *Scheduled Extended Time* accommodation must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.

- No BOG3 ELA/Reading Test administration (except those involving students with documented special needs requiring accommodations, such as *Scheduled Extended Time*) may exceed the maximum time allowed.

Test Administration Times and Number of Items

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

Beginning-of-Grade 3 Test	Estimated Time (minutes)	Maximum Time Allowed (minutes)	Number of Items
English Language Arts/Reading	90		
2 Three-Minute Breaks	6	180	44
General Instructions	12		
Totals	108	180	44

Preparing Students for Testing

If testing online, students should complete the Online Assessment Tutorial for the BOG3 English Language Arts/Reading Test. The tutorial should be completed at the school before test day. See *Section H* in this handbook for more information on the Online Assessment Tutorials.

The BOG3 Practice Activity is best suited for students testing paper-and-pencil. The BOG3 Practice Activity is **not** a test. The BOG3 Practice Activity provides students with an opportunity to become familiar with the standardized testing format before the administration of the BOG3 ELA/Reading Test and allows students the opportunity to practice
- answering multiple-choice questions,
- transferring answers from a test book to a separate answer sheet, and
- filling in responses on an answer sheet.

While using the practice activity, teachers should help students understand testing procedures to minimize student anxiety and mistakes during the actual administration.

Approved Accommodations for ONLINE and PAPER-AND-PENCIL Administrations of the North Carolina
Beginning-of-Grade 3 English Language Arts/Reading Test Only[1]

Accommodation	ONLINE		PAPER/PENCIL	
	Students with Disabilities/ Section 504	Students Identified as English Learners (ELs)	Students with Disabilities/ Section 504	Students Identified as English Learners (ELs)
Assistive Technology Devices	Yes	No	Yes	No
Braille Edition (UEB or EBAE)	No	No	Yes	No
Braille Writer/Slate and Stylus (Braille Paper)	Yes	No	Yes	No
Cranmer Abacus	Yes	No	Yes	No
Dictation to a Scribe	Yes	No	Yes	No
Student Reads Test Aloud to Self	Yes	Yes	Yes	Yes
Test Read Aloud (in English)	No[2]	No[2]	No[2]	No[2]
Interpreter/Transliterator Signs/Cues Test	No[2]	No[2]	No[2]	No[2]
Large Print Edition	No[3]	No	Yes	No
Magnification Devices	Yes	No	Yes	No
Multiple Testing Sessions	Yes	Yes	Yes	Yes
One Test Item Per Page Edition	No[4]	No[4]	Yes	No
Scheduled Extended Time	Yes	Yes	Yes	Yes
Student Marks Answers in Test Book	No[5]	No[5]	Yes	No
Testing in a Separate Room	Yes	Yes	Yes	Yes
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)	No[6]	Yes	No[6]	Yes

[1] The BOG3 assessment is available in both online and paper-and-pencil formats. For any assessment, including those required online, students with disabilities can receive either a paper-and-pencil or online format of the assessment if there is a documented need in the student's current IEP or Section 504 Plan.

[2] Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the BOG3 ELA/Reading assessment invalidates test results because the assessment measures reading skills. However, the test directions in the assessment guide may be read aloud and/or signed/cued during the administration of the test.

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

[4] The *One Test Item Per Page Edition* accommodation is <u>not an applicable accommodation for online assessments</u> because all assessments are presented one test item at a time on the computer.

[5] *Student Marks Answers in Test Book* accommodation is <u>not an applicable accommodation for the online assessments</u> because the student's responses are entered on the computer.

[6] Only students with disabilities who are also identified as English Learners (ELs) and have scored below 5.0 Bridging on the most recent administration of the reading subtest of the WIDA Screener/ACCESS for ELLs 2.0® are eligible to receive this state-approved EL testing accommodation.

<u>Note</u>: 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.

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

Eligible Students

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

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

The only exceptions are as follows:

- students with disabilities who, according to their IEP documentation, participate in the **NCEXTEND1** alternate assessment in accordance with state policies

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

Off-Level Testing

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

Testing Formats and Availability

All EOG assessments are available in both online and paper-and-pencil formats. However, online administrations are required for the grade 8 Science EOG.

If LEAs or charter schools do not have the technology capability to support administering students the grade 8 Science assessment online, or a paper/pencil format is necessary for accessibility for students with disabilities, see in this handbook Section H, subsection *Online Testing for 2017–18*.

Testing Window

School systems shall direct schools to administer the EOG tests during the last ten (10) days of the school year. For school systems that were required to adjust their school schedules because of adverse weather conditions or other emergencies, the testing schedule should be adjusted to fall within the final ten (10) days of the adjusted school year. Per GCS § 115C-174.12(a)(4), exceptions may be permitted to allow testing of a student outside the designated testing window, including makeup dates. See Section D, subsection Request to Test a Student Outside the Testing Window in this handbook for information on the

requirements and procedures for submitting a request. All requests must be approved by the Division of Accountability Services/North Carolina Testing Program.

Required Gridded Response Practice Activity—Mathematics Grades 5–8

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

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

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

Testing Schedule for End-of-Grade Tests

The testing schedule for the EOG paper-and-pencil and online assessments is as follows:

Online	Paper-and-Pencil
The ELA/reading and mathematics assessments must be administered in one format (i.e., paper-and-pencil **or** online). For example, if the student is administered the mathematics assessment in the paper-and-pencil format, the ELA/reading assessment must also be in the paper-and-pencil format.	
The EOG assessments should be administered as early in the school day as the school schedule permits; however, afternoon administrations are also permissible.	
Schools may elect to administer one EOG in one day.	
The administrations of the online EOG ELA/reading and mathematics assessments do not have to occur on consecutive school days.	For schools that elect to administer one EOG in one day, the testing of ELA/reading and mathematics must occur on consecutive school days. The administration of the EOG science assessments at grades 5 and 8 do not have to occur on consecutive school days with the ELA/reading and mathematics assessments.
Schools may elect to administer two EOGs in one day (i.e., ELA/reading and science, or mathematics and science, or ELA/reading and mathematics); however, caution must be taken when scheduling testing to ensure that the maximum time allowed for these assessments does not interfere with lunch or bus schedules. All students must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.	
Students in different grade levels/subjects can be grouped together if the directions are the same, the test administration time is the same, the test materials are the same, and the test is not being read aloud. Test coordinators must ensure students do not feel so uncomfortable with mixed-grade/course grouping that test performances are affected.	All students at the same grade level within a school must be administered the appropriate EOG test at the same time on the same day (except for those administrations involving students with documented special needs requiring accommodations, such as *Multiple Testing Sessions*.) Students at different grade levels cannot be administered assessments in the same classroom.
No EOG test administration (except for those involving students with documented special needs requiring accommodations, such as *Scheduled Extended Time*) may exceed the maximum time allowed.	
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.	

Estimated Test Administration Time and Number of Items

The estimated test administration time is the time that the NCDPI estimates it will take for nearly all students to complete the assessment. The NCDPI requires all students participating in the EOG assessments be allowed ample opportunity to complete the assessments. As long as students are engaged and working and the maximum time allowed (i.e., four hours) has **not** been reached, they must be given time to complete the assessments. The test administrator must consult with the school test coordinator for the procedure to follow in providing additional time to students who need time beyond that scheduled to complete the assessments. Refer to the following charts for the estimated test administration times and number of items.

English Language Arts/Reading Administration	Grades	Estimated Time (Minutes)	Maximum Time Allowed (Minutes)	Number of Items
English Language Arts/Reading Assessment	3–5 6–8	180	240	52 56
2 Three-Minute Breaks		6		
General Instructions		12		
Total		198		

Mathematics Administration	Grades	Estimated Time (Minutes)	Maximum Time Allowed (Minutes)	Number of Items
Mathematics Assessment	3–5 6–8	180	240	54 60
2 Three-Minute Breaks		6		
General Instructions		12		
Total		198		

Science Administration	Grades	Estimated Time (Minutes)	Maximum Time Allowed (Minutes)	Number of Items
Science Assessment	5 and 8	180	240	75
2 Three-Minute Breaks		6		
General Instructions		12		
Total		198		

Approved Accommodations for ONLINE and PAPER-AND-PENCIL Administrations of the End-of-Grade English Language Arts/Reading, Mathematics, and Science Assessments Only[1]

Accommodation	ONLINE		PAPER/PENCIL	
	Students with Disabilities/ Section 504	Students Identified as English Learners	Students with Disabilities/Section 504	Students Identified as English Learners
Assistive Technology Devices	Yes	No	Yes	No
Braille Edition (UEB or EBAE)	No	No	Yes	No
Braille Writer/Slate and Stylus (Braille Paper)	Yes	No	Yes	No
Cranmer Abacus	Yes	No	Yes	No
Dictation to a Scribe	Yes	No	Yes	No
Student Reads Test Aloud to Self	Yes	Yes	Yes	Yes
Test Read Aloud (in English)	No–ELA/Reading[2]	No–ELA/Reading[2]	No–ELA/Reading[2]	No–ELA/Reading[2]
	Yes–Math & Science	Yes–Math & Science	Yes–Math & Science	Yes–Math & Science
Interpreter/Transliterator Signs/Cues Test	No–ELA/Reading[2]	No	No–ELA/Reading[2]	No
	Yes–Math & Science		Yes–Math & Science	
Large Print Edition	No[3]	No	Yes	No
Magnification Devices	Yes	No	Yes	No
Multiple Testing Sessions	Yes	Yes	Yes	Yes
One Test Item Per Page Edition	No[4]	No[4]	Yes	No
Scheduled Extended Time	Yes	Yes	Yes	Yes
Student Marks Answers in Test Book	No[5]	No[5]	Yes	No
Testing in a Separate Room	Yes	Yes	Yes	Yes
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)	No[6]	Yes	No[6]	Yes

[1] The EOG assessments are available in both online and paper-and-pencil formats. For any assessment, including the grade 8 Science assessment required online, students with disabilities can receive either a paper-and-pencil or online format of the assessment if there is a documented need in the student's current IEP or Section 504 Plan.

[2] Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the ELA/Reading assessments invalidates test results because the assessments measure reading skills. However, the test directions in the assessment guide may be read aloud and/or signed/cued during the administration of the tests.

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

[4] The *One Test Item Per Page Edition* accommodation is <u>not an applicable accommodation for online assessments</u> because all assessments are presented one test item at a time on the computer.

[5] *Student Marks Answers in Test Book* accommodation is <u>not an applicable accommodation for the online assessments</u> because the student's responses are entered on the computer.

[6] Only students with disabilities who are also identified as English Learners (ELs) and have scored below 5.0 Bridging on the most recent administration of the reading subtest of the WIDA Screener/ACCESS for ELLs 2.0® are eligible to receive this state-approved EL testing accommodation.

Note: 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.

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

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

Eligible Students

According to State Board of Education policy TEST-003, all students who are enrolled for credit in courses in which EOC assessments are required shall take the appropriate EOC assessment with or without accommodations at the completion of the course. Students shall take the appropriate EOC assessment at the end of the course regardless of the grade level in which the course is offered. Students who are exempt from final exams by local board of education policy shall not be exempt from EOC assessments. Students who are identified as failing a course for which an EOC assessment is required shall take the appropriate EOC assessment. Students must take the appropriate EOC assessment the first time they take the course requiring the assessment, even if the course is an Advanced Placement (AP), International Baccalaurreate (IB), or Cambridge course.

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

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

Repeating a course for credit refers to a high school course repeated via any delivery method when the entire *Standard Course of Study* for that course is being taught to the student for a second time (SBE policy CCRE-001). Students are permitted to repeat a course for credit when they have failed a course. However, local boards of education may develop policies that define specific circumstances when students other than those who fail a course may repeat a course for credit. Students repeating a course for credit who have already scored at Level 3, 4, or 5 on the associated EOC assessment may elect either to retake the EOC or use the previous passing EOC score as at least 20% of their final grade. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade. Students who initially fail a high school course and repeat the course for credit, upon completion of the repeated course, they must take the associated EOC, and the new course grade shall replace the previous grade for the course. When a student repeats a course for credit and passes the course, the student only earns credit towards graduation once.

Credit Recovery refers to a block of instruction that is less than the entirety of the *Standard Course of Study* for that course. Credit recovery delivers a subset of the *Standard Course of Study* or blueprint of the original course in order to specifically address deficiencies in a student's mastery of

the course and target specific components of a course necessary for completion (SBE policy CCRE-001). When credit recovery is exercised, the original record of the course being completed and failed will remain on the transcript. The LEA shall allow a grade pass or a fail for each credit recovery course. The mark will not affect the student's GPA. The EOC exam associated with the credit recovery course <u>may</u> be administered no later than thirty (30) days upon the completion of the credit recovery course.

Withdrawal from an EOC Course

Per State Board policy TEST-003, students may drop a course with a required EOC assessment within the first ten (10) days of enrollment in a semester/4x4 course or within the first twenty (20) days of enrollment in a traditional yearlong course. Students who are enrolled for credit after the 10/20 days, regardless of course delivery (e.g., traditional classroom, NC Virtual Public School, vendor-based online), shall not drop a course with a required EOC assessment and shall participate in the appropriate EOC assessment with or without accommodations at the completion of the course.

Using Assessment Results in Assigning Final Grades

Public schools shall use results from all operational EOC assessments as a minimum of twenty percent (20%) of the student's final grade for each respective course with the exception of students following the Occupational Course of Study Pathway. Public schools shall adopt policies regarding the use of EOC assessment results in assigning final grades (SBE policy TEST-003).

Testing Window

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

Per GCS § 115C-174.12(a)(4), exceptions may be permitted to allow testing of a student outside the designated testing window, including makeup dates. See Section D, subsection [Request to Test a Student Outside the Testing Window](#) in this handbook for information on the requirements and procedures for submitting a request. All requests must be approved by the Division of Accountability Services/North Carolina Testing Program.

Testing Formats and Availability

All EOC assessments are available in both the paper-and-pencil and online format; however, the English II EOC assessment is a required online administration.

If LEAs or charter schools do not have the technology capability to support administering students the grade 8 Science assessment online, or a paper/pencil format is necessary for accessibility for students with disabilities, see in this handbook Section H, subsection *Online Testing for 2017–18*.

Required Gridded Response Practice Activity—NC Math 1

Some of the questions on the paper-and-pencil NC Math 1 EOC are gridded response questions. These questions require students to write and fill in a numerical answer on their answer sheet rather than to select an answer from several choices. When these types of questions are delivered online, students must type a numerical answer into a text box. All gridded response questions are in the calculator inactive portion of the assessment.

Schools must ensure every student participating in the paper-and-pencil NC Math 1 assessment completes the Gridded Response Practice Activity at least one time at the school before test day. The practice activity will allow students to become familiar with the gridded response format. Students taking the NC Math 1 assessment online should also complete the practice activity as part of instruction in the event online testing is not possible. Copies of the Gridded Response Practice Activity can be found at http://www.ncpublicschools.org/accountability/testing/generalinfo.

Testing Schedule for End-of-Course Tests

The testing schedule for the EOG paper-and-pencil and online assessments is as follows:

Online	Paper-and-Pencil
The EOC assessments should be administered as early in the school day as the school schedule permits; however, afternoon administrations are also permissible.	
Schools may elect to administer one EOC in one day.	
Schools may elect to administer two EOCs in one day (e.g., Biology and NC Math 1); however, caution must be taken when scheduling testing to ensure that the maximum time allowed for these assessments does not interfere with lunch or bus schedules. All students must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.	
Students in different grade levels/subjects can be grouped together if the directions are the same, the test administration time is the same, the test materials are the same, and the test is not being read aloud. Test coordinators must ensure students do not feel so uncomfortable with mixed-grade/course grouping that test performances are affected.	Students in different grade levels/subjects cannot be administered assessments in the same classroom.
No EOC test administration (except for those involving students with documented special needs requiring accommodations, such as *Scheduled Extended Time*) may exceed the maximum time allowed.	
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.	

Estimated Test Administration Time and Number of Items

The estimated test administration time is the amount of time that the NCDPI estimates it will take for nearly all students to complete the assessment. The NCDPI requires all students participating in the Biology, English II, and NC Math 1 assessments be allowed ample opportunity to complete the assessments. As long as students are engaged and working and the maximum time allowed (i.e., four hours) has <u>not</u> been reached, they must be given time to complete the assessments. The test administrator must consult with the school test coordinator for the procedure to follow in providing additional time to students who need time beyond that scheduled to complete the assessments. Refer to the following charts for the estimated test administration times and number of respective items.

Biology Administration	Estimated Time (Minutes)	Maximum Time Allowed (Minutes)	Number of Items
Biology Assessment	150		75
2 Two-Minute Breaks	4		
General Instructions	12		
Total	166	240	75

English II Administration	Estimated Time (Minutes)	Maximum Time Allowed (Minutes)	Number of Items
English II Assessment	150		68
2 Two-Minute Breaks	4		
General Instructions	12		
Total	166	240	68

NC Math 1 Administration	Estimated Time (Minutes)	Maximum Time Allowed (Minutes)	Number of Items
NC Math 1 Assessment	180		60
2 Two-Minute Breaks	4		
General Instructions	12		
Total	196	240	60

**Approved Accommodations for ONLINE and PAPER-AND-PENCIL Administrations of the North Carolina
End-of-Course Assessments of Biology, English II, and NC Math 1 Only[1]**

Accommodation	ONLINE		PAPER/PENCIL	
	Students with Disabilities/ Section 504	Students Identified as English Learners	Students with Disabilities/ Section 504	Students Identified as English Learners
Assistive Technology Devices	Yes	No	Yes	No
Braille Edition (UEB or EBAE)	No	No	Yes	No
Braille Writer/Slate and Stylus (Braille Paper)	Yes	No	Yes	No
Cranmer Abacus	Yes	No	Yes	No
Dictation to a Scribe	Yes	No	Yes	No
Student Reads Test Aloud to Self	Yes	Yes	Yes	Yes
Test Read Aloud (in English)	No–English II[2]	No–English II[2]	No–English II[2]	No–English II[2]
	Yes–Biology & NC Math 1	Yes–Biology & NC Math 1	Yes–Biology & NC Math 1	Yes–Biology & NC Math 1
Interpreter/Transliterator Signs/Cues Test	No–English II[2]	No	No–English II[2]	No
	Yes–Biology & NC Math 1		Yes–Biology & NC Math 1	
Large Print Edition	No[3]	No[3]	Yes	No
Magnification Devices	Yes	No[4]	Yes	No
Multiple Testing Sessions	Yes	Yes	Yes	Yes
One Test Item Per Page Edition	No[4]	No	Yes	No
Scheduled Extended Time	Yes	Yes	Yes	Yes
Student Marks Answers in Test Book	No[5]	No[5]	Yes	No
Testing in a Separate Room	Yes	Yes	Yes	Yes
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)	No[6]	Yes	No[6]	Yes

[1] The EOC assessments are available in both online and paper-and-pencil formats. For any assessment, including the English II assessment required online, students with disabilities can receive either a paper-and-pencil or online format of the assessment if there is a documented need in the student's current IEP or Section 504 Plan.

[2] Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the English II assessment invalidates test results because the assessment measures reading skills. However, the test directions in the assessment guide may be read aloud and/or signed/cued during the administration of the test.

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

[4] The *One Test Item Per Page Edition* accommodation is not an applicable accommodation for online assessments because all assessments are presented one test item at a time on the computer.

[5] *Student Marks Answers in Test Book* accommodation is not an applicable accommodation for the online assessments because the student's responses are entered on the computer.

[6] Only students with disabilities who are also identified as English Learners (ELs) and have scored below 5.0 Bridging on the most recent administration of the reading subtest of the WIDA Screener/ACCESS for ELLs 2.0® are eligible to receive this state-approved EL testing accommodation.

Note: 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.

North Carolina Final Exams

Purposes of the North Carolina Final Exams

The North Carolina Final Exams (NCFEs) serve several purposes. In 2011, the SBE voted to require an annual evaluation for every teacher in North Carolina. According to State Board policy 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.

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 North Carolina Virtual Public School (NCVPS). These students must participate in the corresponding NCFEs.

Eligible Students:
- Regardless of the grade level in which the course is offered, a student enrolled in a course that requires an NCFE shall take the appropriate assessment at the completion of the course. (The scores are considered standardized artifacts reflective of student growth for teachers and school growth for participants in the teacher evaluation process.) This requirement does not apply to

    o students for science NCFEs at grades 4, 6, and 7 whose teachers have their test scores for the same year from the EOG tests of ELA/reading and/or mathematics and/or the social studies NCFEs, or
    o students for social studies NCFEs at grades 4, 5, 6, 7 and 8 whose teachers have their test scores for the same year from the EOG tests of ELA/reading, mathematics, and/or science, and/or science NCFEs.

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

- Students (including seniors) who are exempt from final exams by local board of education

policy shall not be exempt from these assessments.

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

- Students repeating a course must take the NCFEs.

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

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

- Transfer students must take the NCFEs. The NCDPI will determine membership, not the local school system.

- Students enrolled in Occupational Course of Study (OCS) courses that are taught jointly between the LEA and the North Carolina Virtual Public School (NCVPS) must take the corresponding NCFEs.

- Charter school students enrolled in NCVPS courses that administer the NCFE must take the corresponding NCFE.

Ineligible Students:
Note: The 95 percent tested rule does not apply to the NCFEs.

- All students in AP and IB courses are ineligible to participate in the administration of the NCFEs.

- Students with disabilities who are currently instructed on the Extended Content Standards and, according to their IEPs, participate in the **NCEXTEND1** alternate assessments are not eligible to participate in the NCFEs.

- Students taking a course for credit recovery are not eligible to participate in the NCFEs.

- Students enrolled in online courses taught by persons <u>not</u> employed by the school district (e.g., students enrolled in an early college course taught by a college professor) are not eligible to participate in the NCFEs.

- In <u>rare</u> cases, students may be medically fragile because of a significant medical emergency and/or condition and are unable to participate in a specific test administration. These students may be granted a medical exception for the NC Final Exams. It is a local decision as to how requests for medical exceptions are to be processed for the NCFEs. Medical exceptions for final exams are NOT to be sent to the NCDPI. However, if a student has been granted a medical exception by the NCDPI for the current school year's testing window(s), it may be extended to include the NCFEs at the discretion of the LEA.

- Students attending the School of Math and Science are not eligible to participate in the NCFEs.

Test Results and Students' Final Grades

State Board of Education policy TEST-016 requires public schools to use results from all course-specific operational NCFEs as a minimum of twenty (20%) percent of the student's final grade for each respective course. This requirement does not apply to NCFEs in grades 4–8, nor does it apply to students following the OCS pathway. Public schools may, however, adopt policies to use results from NCFEs in grades 4–8 as part of the student's final grade. Since the NCVPS is a supplement to public schools, determination of an NCVPS final course grade is the districts' decision. The district determines according to local policy how much the NCFE will count in the student's final grade for the course.

Testing Window

Test administrators must administer the NC Final Exams during the last five (5) days (4x4/semester courses) or the last ten (10) days (traditional yearlong schedule) of the instructional period. 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 GCS § 115C-174.12(a)(4), exceptions may be permitted to allow testing of a student outside the designated testing window, including makeup dates. See Section D, subsection Request to Test a Student Outside the Testing Window in this handbook for information on the requirements and procedures for submitting a request. All requests must be approved by the Division of Accountability Services/North Carolina Testing Program.

Testing Formats and Availability

All NCFEs are available in both paper-and-pencil and online formats. However, online testing is required for the NC Math 2 and NC Math 3 assessments.

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.

If LEAs or charter schools do not have the technology capability to support administering students the NC Math 2 and NC Math 3 assessments online, or a paper-and-pencil format is necessary for accessibility for students with disabilities, see Section H in this handbook, subsection *Online Testing for 2017–18*.

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

Administration Time and Testing Schedule

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

needs requiring accommodations, such as *Multiple Testing Sessions*. Refer to the following chart for the test administration times.

Activity	Time
Administration Time	120 minutes
2 Two-Minute Breaks	4 minutes
General Instructions	12 minutes
Total Time	136 minutes

Approved Accommodations for ONLINE and PAPER-AND-PENCIL Administrations of the North Carolina Final Exams Only[1]

Accommodation	ONLINE		PAPER/PENCIL	
	Students with Disabilities/ Section 504	Students Identified as English Learners	Students with Disabilities/ Section 504	Students Identified as English Learners
Assistive Technology Devices	Yes	No	Yes	No
Braille Edition (UEB or EBAE)	No	No	Yes	No
Braille Writer/Slate and Stylus (Braille Paper)	Yes	No	Yes	No
Cranmer Abacus	Yes	No	Yes	No
Dictation to a Scribe	Yes	No	Yes	No
Student Reads Test Aloud to Self	Yes	Yes	Yes	Yes
Test Read Aloud (in English)	No–English I, III, and IV[2]	No–English I, III, and IV[2]	No–English I, III, and IV[2]	No–English I, III, and IV[2]
	Yes–All Other NCFEs	Yes–All Other NCFEs	Yes–All Other NCFEs	Yes–All Other NCFEs
Interpreter/Transliterator Signs/Cues Test	No–English I, III, and IV[2]	No	No–English I, III, and IV[2]	No
	Yes–All Other NCFEs		Yes–All Other NCFEs	
Large Print Edition	No[3]	No[3]	Yes	No
Magnification Devices	Yes	No	Yes	No
Multiple Testing Sessions	Yes	Yes	Yes	Yes
One Test Item Per Page Edition	No[4]	No[4]	Yes	No
Scheduled Extended Time	Yes	Yes	Yes	Yes
Student Marks Answers in Test Book	No[5]	No[5]	Yes	No
Testing in a Separate Room	Yes	Yes	Yes	Yes
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)	No[6]	Yes	No[6]	Yes

[1] The NCFEs are available in both online and paper-and-pencil formats. For any NCFE, including the NC Math 2 and NC Math 3 assessments required online, students with disabilities can receive either a paper-and-pencil or online format of the assessment if there is a documented need in the student's current IEP or Section 504 Plan.

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

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

[4] The *One Test Item Per Page Edition* accommodation is <u>not an applicable accommodation for online assessments</u> because all assessments are presented one test item at a time on the computer.

[5] *Student Marks Answers in Test Book* accommodation is <u>not an applicable accommodation for the online assessments</u> because the student's responses are entered on the computer.

[6] Only students with disabilities who are also identified as English Learners (ELs) and have scored below 5.0 Bridging on the most recent administration of the reading subtest of the WIDA Screener/ACCESS for ELLs 2.0® are eligible to receive this state-approved EL testing accommodation.

<u>Note</u>: 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.

O. North Carolina Alternate Assessments

This section contains information on the North Carolina Alternate Assessments.

- ***NCEXTEND1***

- College and Career Readiness Alternate Assessments

- Alternate Access for ELLs

Students with *Only* Section 504 Plans

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

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

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

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

> ## *NCEXTEND1*
> ## Grades 3–8, 10, and 11

NCEXTEND1 Alternate Assessment Design

The *NCEXTEND1* assessments of English Language Arts/Reading and Mathematics at grades 3–8; Science at grades 5 and 8; English II, Math I, and Biology at grade 10; and Grade 11 are designed for students with the most significant cognitive disabilities. They are not designed for students who have a specific learning disability. The assessment process requires students to complete grade-level, performance-based, multiple-choice items. The *NCEXTEND1* alternate assessment items measure the content standards specified in the North Carolina *Standard Course of Study* Extended Content Standards for all assessed content areas. Each assessment is comprised of 15 items. Students are provided up to two opportunities to respond to each item, and items are scored on a 0–2 point scale.

Eligible Students

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

- The standard test administration with or without accommodations, or

- An alternate assessment with or without accommodations, if eligible."

To determine participation in the *NCEXTEND1* alternate assessments, the following eligibility requirements must be met:

- The student has a current IEP.

- The student is enrolled in grades 3–8, 10, or 11 according to PowerSchool. Note: Only those students enrolled in eleventh grade for the first time are required to take the *NCEXTEND1* alternate assessment at grade 11.

- The student is instructed using the North Carolina Extended Content Standards in all assessed content areas (i.e., English Language Arts/Reading, Mathematics, and Science).

- The student has a significant cognitive disability.

    o The student's disability significantly impacts adaptive behaviors, defined as those skills which are essential for someone to live and function independently.

    o The student requires extensive and repeated individualized instruction and support to make meaningful gains.

o The student uses substantially adapted materials and individualized methods of accessing information in alternative ways.

The vast majority of students with disabilities do not have a significant cognitive disability. The **NCEXTEND1** is <u>not</u> appropriate for students who

- are being instructed in <u>any</u> or <u>all</u> of the assessed general grade-/course-level content standards of the North Carolina *Standard Course of Study* (i.e., English Language Arts/Reading, Mathematics, and Science);

- demonstrate delays only in academic achievement;

- demonstrate delays only in selected areas of academic achievement;

- demonstrate delays owing primarily to behavioral issues; or

- if in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study).

Evidence for the decision to participate in **NCEXTEND1** must <u>not</u> be based on

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

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

Testing Windows

The testing window for the **NCEXTEND1** Alternate Assessment at Grade 11 is February 27–March 13, 2018.

The testing window for all other **NCEXTEND1** Alternate Assessments (i.e., grades 3–8 and 10) is the last ten (10) days of the school year. For school systems that were required to adjust their school

schedules because of adverse weather conditions or other emergencies, the testing schedule should be adjusted to fall within the last ten (10) days of the adjusted school year. Any student absent (i.e., not present) for the test administration must make up the test. The LEA test coordinator will specify how makeup tests are to be handled at the school and will schedule dates and times for completing makeup tests in each school so that all makeups are completed within the ten-day testing window.

Exceptions: Per G.S. §115C-174.12(a)(4), an exception to test outside the ten-day testing window, including makeup days, "shall be permitted to accommodate a student's IEP and Section 504 Plan." (See Section D, subsection Requesting to Test a Student Outside the Testing Window for additional information.)

Estimated Time for Test Administration

The *NCEXTEND1* alternate assessments are administered individually to each student. The time required by a student to complete the assessment will be unique to each individual student, depending on the student's ability to maintain focus, his or her medical condition, and/or fatigue factor(s).

The *NCEXTEND1* alternate assessments may be administered over several days or may be completed in one session. If a student routinely uses *Multiple Testing Sessions* during classroom instruction and similar classroom assessments, this accommodation should be documented in the student's IEP so appropriate planning and scheduling can take place before testing. *Multiple Testing Sessions* is most appropriately used when a student is purposefully scheduled to take the assessment in specifically timed increments (e.g., three items a day over five days, 15-minute testing sessions, etc.). Otherwise, built-in breaks identified in the assessment design are most appropriate. The test design for the *NCEXTEND1* alternate assessments allows breaks to be taken at any time during testing if the need arises, regardless of documentation in the student's IEP. The assessor must use professional judgment to determine when a break is needed and what is an appropriate length of time for a student's test administration. All test materials shall remain secure during all breaks.

Approved Accommodations for the *NCEXTEND1* Alternate Assessments at Grades 3–8, 10, and 11 for Students with Current IEPs[1]

Accommodation	English Language Arts/Reading Grades 3–8 & 10	Mathematics Grades 3–8 & 10	Science Grades 5, 8, & 10	Grade 11
Braille Materials (UEB or EBAE)	Yes	Yes	Yes	Yes
Large Print Materials[2]	Yes	Yes	Yes	Yes
Assistive Technology Devices	Yes	Yes	Yes	Yes
Interpreter/Transliterator Signs/Cues Test	No[3]	Yes	Yes	Yes
Magnification Devices	Yes	Yes	Yes	Yes
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)[4]	Yes	Yes	Yes	Yes
Test Read Aloud (in English)	*NCEXTEND1* tests are to be read aloud to all students as specified in the *NCEXTEND1 Assessment Guide* and the subject-area *Assessor Booklet*[3]			
Multiple Testing Sessions	Yes	Yes	Yes	Yes
Testing in a Separate Room	Yes	Yes	Yes	Yes
Adaptations to NCDPI-Provided Manipulatives[5]	Yes	Yes	Yes	Yes

[1] Students with only Section 504 Plans (i.e., students who *do not* have a current IEP that designates participation in an alternate assessment) are *not* eligible for participation in any of North Carolina's alternate assessments. These students may participate in the standard test administration with or without accommodations as documented in their individual Section 504 Plans.

[2] Large print materials may be created by the assessor as needed for those students who routinely have print and visual materials enlarged for instructional use. This accommodation may be used **only** for the NCDPI-provided manipulatives. The Selection Booklets used in *NCEXTEND1* tests of English Language Arts (ELA)/Reading are provided for all students in 22-point font.

[3] For the *NCEXTEND1* English Language Arts (ELA)/Reading assessment at grades 3–8 and 10, Selections 1–3 and all items are read aloud to all students. Selection 4 must be read independently by the student. Use of the *Test Read Aloud (in English)* and/or *Interpreter/Transliterator Signs/Cues Test* accommodations for Selection 4 will result in invalid item scores. The *NCEXTEND1* ELA/Reading assessment at grade 11 has only one selection. The assessor must read the selection aloud to the student. The selection and items may be read as many times as necessary.

[4] Only students with disabilities who are also identified as English Learners (ELs) and have scored below 5.0 Bridging on the most recent administration of the reading subtest of the WIDA Screener/ACCESS for ELLs 2.0® are eligible to receive this state-approved EL testing accommodation.

[5] Adaptations to NCDPI-provided manipulatives, such as raised lines, enlarged text/pictures, placement of pictures on information boards, and use of student-specific symbols **are** allowed. Adaptations to NCDPI-provided manipulatives may be created by the assessor as needed for those students who routinely have adaptations to materials for instructional use. This accommodation may be used **only** for the NCDPI-provided manipulatives.

Note: 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.

College and Career Readiness Alternate Assessments
Grades 10 and 11

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

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

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

Eligible Students

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

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

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

CCRAA at Grades 10 and 11:
- The student must have a current IEP.

- The student **DOES NOT** have only a current Section 504 Plan. Students with only Section 504 Plans (i.e., students who do not have a current IEP that designates participation in an alternate assessment) are not eligible for participation in any of North Carolina's alternate assessments. These students may participate in the standard test administration with or without accommodations as documented in their individual Section 504 Plans.

- The student exhibits severe and pervasive delays in all areas of conceptual, linguistic, and academic development as well as in adaptive behaviors, including communication, daily living skills, and self-care.

- The student is following a course of study that, upon completion of high school, may not lead to admission into a college-level course of study resulting in a college degree (i.e., the Occupational Course of Study).

- The student **is not** receiving instruction in the North Carolina Extended Content Standards. (Students receiving instruction in the North Carolina Extended Content Standards may be eligible for the ***NCEXTEND1*** Alternate Assessments at Grades 10 and 11.)

- The student meets the criteria above AND has a written parental request for the administration of an alternate assessment (i.e., CCRAA or ***NCEXTEND1***). <u>Note</u>: Decisions regarding which assessments a student with disabilities will participate in must be made annually by the IEP team. Therefore, students' current IEPs designating participation in an alternate assessment can serve as documentation of the written parental request.

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

Testing Windows

The testing window for the CCRAA at grade 10 is October 16–November 30, 2017. The testing window for the CCRAA at grade 11 is February 27–March 13, 2018.

Testing Formats and Availability

The CCRAA at grades 10 and 11 are available in both paper-and-pencil and online formats.

Makeup Testing

Any student absent (i.e. not present) from the CCRAA at grade 10 or the CCRAA at Grade 11 test administration must make up the test. The LEA/charter school test coordinator will specify how makeup tests will be handled at the school and will schedule the dates and times for completing makeup tests in each school. All makeups must be completed during the testing window (i.e., October 16–November 30, 2017 for grade 10; February 27–March 13 for Grade 11).

Administration Time and Number of Test Items

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

The tests are administered in a specific order (i.e., English first, followed by Math, Reading, and Science. [The CCRAA at grade 11 contains a Writing test which appears last.]) Students must not stop when they complete the questions for a subject-area section; they must continue working on the test questions until the test is completed or until time is called.

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

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

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

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

Scoring and Reporting

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

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

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

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

Approved Accommodations for ONLINE and PAPER-AND-PENCIL Administrations of the College and Career Readiness Alternate Assessments (CCRAA) at Grades 10 and 11 Only[1]

Accommodations	ONLINE[2] Students with Current IEPs	PAPER/PENCIL[2] Students with Current IEPs
Assistive Technology Devices	Yes	Yes
Braille Edition (UEB or EBAE)	No	Yes
Braille Writer/Slate and Stylus (Braille Paper)	Yes	Yes
Cranmer Abacus	Yes	Yes
Dictation to a Scribe	Yes	Yes
Test Read Aloud (in English) [3]	Yes[4]	Yes
Interpreter/Transliterator Signs/Cues Test [3]	Yes	Yes
Student Reads Test Aloud to Self	Yes	Yes
Large Print Edition	No[5]	Yes
Magnification Devices	Yes	Yes
Multiple Testing Sessions	Yes	Yes
One Test Item Per Page Edition	No[6]	Yes
Scheduled Extended Time	Yes	Yes
Student Marks Answers in Test Book	No[7]	Yes
Testing in a Separate Room	Yes	Yes
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)	Yes[8]	Yes[8]

[1] Students with only Section 504 Plans (i.e., students who *do not* have a current IEP that designates participation in an alternate assessment) are *not* eligible for participation in any of North Carolina's alternate assessments. These students may participate in the standard test administration with or without accommodations as documented in their Section 504 Plans.

[2] The CCRAA is available in both paper-and-pencil and online formats. For any assessment, including those required online, students with disabilities can receive either a paper-and-pencil or online format of the assessment if there is a documented need in the student's current IEP.

[3] The *Test Read Aloud (in English)* and the *Interpreter/Transliterator Signs/Cues Test* accommodations are available to eligible students for all sections of the CCRAAs (i.e., English, Math, Reading, Science, and grade 11 CCRAA Writing).

[4] The *Test Read Aloud (in English)* accommodation, when used within the online testing platform, is limited in the functionality of what text on the screen is read. Audio files are only available for item stems and answer choices. There are no audio files within the test environment for graphics, graphs, or tables within a test item, nor for application content, menus, embedded tools (e.g., Reset, Flag), error messages, warning/reminder messages, or section/test summaries. The test administrator must be aware of what is documented in the student's IEP so this accommodation can be provided appropriately. Students receiving the *Test Read Aloud (in English)* accommodation within the online testing platform must also receive the *Testing in a Separate Room* accommodation (one-on-one) unless using headphones.

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

[6] The *One Test Item Per Page Edition* accommodation is not an applicable accommodation for online assessments because all assessments are presented one test item at a time on the computer.

[7] *Student Marks Answers in Test Book* accommodation is <u>not an applicable accommodation for the online assessments</u> because the student's responses are entered on the computer.

[8] Only students with disabilities who are also identified as <u>English Learners (ELs)</u> and have scored below 5.0 Bridging on the most recent administration of the reading subtest of the WIDA Screener/ACCESS for ELLs 2.0® are eligible for this accommodation.

<u>Note</u>: 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.

Alternate Access for ELLs®

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

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

Features of the Assessment

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

Eligibility Criteria

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

- The student has a current IEP that reflects the student meets the eligibility criteria for the Alternate ACCESS for ELLs.

- The student is instructed using the North Carolina Extended Content Standards in **all** assessed areas (i.e., English Language Arts/Reading, Mathematics, and Science).

- The student has a significant cognitive disability.

  o The student's disability significantly impacts adaptive behaviors, defined as those skills which are essential for someone to live and function independently.

o   The student requires extensive and repeated individualized instruction and support to make meaningful gains.

o   The student uses substantially adapted materials and individualized methods of accessing information in alternative ways.

- The student's ACCESS for ELLs scores from the prior year yielded NA across any or all domains or yielded a composite score of less than 2.0. (If scores are 2.0 or above, the student does **not** qualify for the Alternate ACCESS for ELLs and must continue to take the regular ACCESS for ELLs 2.0.)

- If the student does not have ACCESS for ELLs scores from the prior school year, the student's WIDA Screener or WIDA ACCESS Placement Test (W-APT™) results must have a proficiency level of 1 in all applicable domains.

Identification

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

Training

The Division of Accountability Services will work with WIDA to provide training to all prospective administrators of the Alternate ACCESS for ELLs. Information on training options will be sent to LEA and ESL coordinators. Qualifications for test administrators are the same as those listed in *the WIDA ACCESS for ELLs—North Carolina Policy and Procedure Guidance for Annual Testing 2017–18.*

Test Materials

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

Scoring

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

P. <u>National Assessment of Educational Progress</u> (NAEP)

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

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

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

Participation and Sampling

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

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

NAEP Test Results

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

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

NAEP Assessment Schedule

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

Additional Information on NAEP

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

Q. Field Testing and Special Studies

Field Testing and Special Studies

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

Field testing and special studies are key components of the process for developing tests and making programmatic decisions. The purpose of field tests and special studies is to collect the data necessary to generate high-quality and technically-sound state tests and to inform our assessment practices. Specifically, the objectives are

- to try out the questions and the tests in part or in their entirety in an environment that simulates an operational test;
- to generate data that will assist the NCDPI in making decisions about each test question and each test as a whole;
- to generate data that will assist the test publisher in determining the level of difficulty of each question;
- to generate data that will assist the test publisher in determining fairness for all students;
- to determine the appropriateness of the content measured and the appropriateness of the test questions;
- to determine the level of accessibility to the questions and the test by students with special needs;
- to determine the time test administrators need to administer the tests and the time students need for a fair administration of the tests;
- to collect data used to establish and/or equate forms of the tests, the scales for the tests, and to set or link performance standards (achievement levels) for the tests; and
- to collect data that establish and maintain the credibility of the testing program and answer questions about the program asked by the North Carolina General Assembly, the U.S. Department of Education, and the public.

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

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

As specified in General Statute §115C-174.12(a), "the State Board of Education shall establish policies and guidelines necessary for minimizing the time students spend taking tests administered through State and local testing programs, for minimizing the frequency of field testing at any one school, and for otherwise carrying out the provisions of this Article. These policies and guidelines shall include the following:

1. Schools shall devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning;

2. Students in a school shall not be subject to field tests or national tests during the two-week period preceding the administration of end-of-grade tests, end-of-course tests, or the school's regularly scheduled final exams; and

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

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

R. ACT Assessments

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

PreACT®

- The PreACT is administered to all tenth-graders.
- The PreACT simulates the ACT testing experience by providing students early exposure to ACT test-quality questions and the same predictive ACT score ranges on a 1–36 scale.
- The PreACT assessment includes four multiple-choice tests: English, math, reading, and science (no writing).
- The PreACT is designed to help parents and educators identify areas where students may need additional academic support or remediation. The PreACT can also help to initiate strategic conversations between parents and schools regarding dual enrollment decisions, identifying curriculum gaps, implementing interventions on behalf of students, and choosing Advanced Placement classes.
- The test window for administration is October 16–November 30, 2017.

ACT®

- The ACT is a curriculum- and standards-based assessment that evaluates eleventh-graders' general learning outcomes in English, mathematics, reading, science, and writing.
- The English, mathematics, reading, and science tests are multiple-choice tests.
- The ACT writing test complements the English test. The combined information from both tests tells postsecondary institutions about students' understanding of the conventions of standard written English and their ability to produce a direct sample of writing.
- The ACT is used as a college admissions and placement test and is accepted by all four-year colleges and universities in the United States.
- For paper-and-pencil administrations, the initial test date for the ACT is February 27, 2018. The makeup date is March 20, 2018.
- The ACT paper-and-pencil accommodations testing window is February 27–March 13, 2018.
- For online and standard administrations of the ACT, the testing window is February 27, February 28, March 1, March 6, March 7, and March 8, 2018.
- Results from the statewide administrations of the ACT are available at http://www.ncpublicschools.org/accountability/act/

ACT WorkKeys®

- Students who are identified as Career and Technical Education concentrators are required to
- complete the ACT WorkKeys assessments.
- The three ACT WorkKeys assessments—Applied Math, Graphic Literacy, and Workplace Documents—are the basis of the WorkKeys National Career Readiness Certificate (WNCRC) program.
- The Applied Math test measures critical thinking, mathematical reasoning, and problem solving techniques for situations that actually occur in today's workplace.
- The Graphic Literacy test measures the skills needed to locate, synthesize, and use information from workplace graphics. Workplace graphics come in a variety of formats, but all communicate a level of information. From charts to graphs, diagrams to floor plans, identifying what information is being presented and understanding how to use it are critical to success.
- The Workplace Documents test measures the skill people use when they read and use written text such as memos, letters, directions, signs, notices, bulletins, policies, and regulations on the job. The assessment is defined through a combination of the test complexity level of a reading passage and the skill elicited by the item.
- Students who achieve qualifying scores on the Applied Mathematics, Graphic Literacy, and Workplace Documents assessments can earn a WorkKeys National Career Readiness Certificate (WNCRC) as well as a North Carolina Career Readiness Certificate at the Bronze, Silver, Gold, or Platinum levels of readiness. Certificates provide employers with proof that students have the skills needed to do the jobs available.
- The ACT WorkKeys paper-and-pencil standard and accommodated administrations occur November 27–December 8, 2017 and February 12–23, 2018.
- Results from the statewide administrations of ACT WorkKeys are available at http://www.ncpublicschools.org/accountability/act/.

ACT Test Exceptions

Students who meet the eligibility requirements may qualify for an ACT or WorkKeys test exception. The ACT Testing Exception Process, The ACT Testing Exception Request Form, Sample Parent Letter for the ACT Testing Exception, the ACT WorkKeys Testing Exception Process, the ACT WorkKeys Testing Exception Request Form, and the Sample Parent Letter for the WorkKeys Testing Exception can be found in Section V, the *Forms and Notices* section of this guide.

S. **Testing News Network** (TNN)

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

- provide secure dissemination of information to local school system test coordinators, and

- index critical events, policies, reports, communications, process details, and software upgrades for the testing programs of North Carolina Public Schools.

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

T. Resource Documents

Policies and Procedures for Students Receiving Services at a Visited School

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

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

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

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

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

- Students who are cross enrolled or are visiting a school are required to participate in the State's Testing Program, if eligible.

- Eligibility is determined by the North Carolina Testing Program and includes, but is not limited to, grade-level and course enrollment. Specific eligibility requirements are published each year and can be found in the assessment guides.

The policies and procedures for reporting test results apply.

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

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

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

Definition of Terms

1. **Average Daily Membership:** Average Daily Membership (ADM) is a count of students *in membership* who receive an elementary, middle, or secondary education at public expense. To be included in ADM, a student must have a class schedule that is at least one-half of the school's instructional day. Students who have a schedule less than one-half of an instructional day must be assigned as visiting students and are not included in ADM.

2. **Base School:** The base school is the school in which the student is reported for ADM (i.e., in membership). An LEA cannot serve as a base school. Each local board of education is authorized and directed to provide for the assignment to a public school (i.e., base school) of each child residing within the LEA who is qualified under the laws of North Carolina for admission to a public school (G. S. § 115C-366).

3. **Cross-Enrolled School:** A cross-enrolled school is a school other than the student's base school that provides a course(s) or educational services to the student that are not available at the student's base school.

4. **Cross-Enrolled Student:** A cross-enrolled student is in membership at the base school but is taking a course(s) or receiving educational services at another school.

5. **Visited School:** The visited school is the school in which the student takes a course(s) or receives educational services. The student is not reported in ADM (i.e., membership) at the visited school. An LEA cannot serve as a visited school.

6. **Visiting Student:** A visiting student is not in ADM at a base school but is taking a course(s) or receiving educational services at a visited school.

7. **Community Residential Centers, Developmental Day Centers, or Contracted Service Providers:** LEAs furnishing special education and related services to children with disabilities may contract with private special education facilities or service providers to furnish any of these services that the public providers are unable to furnish (pursuant to G. S. § 115C-111.2).

8. **Clustered EC Students** (Term for accountability purposes): Clustered EC students are students with disabilities (with current Individualized Education Programs [IEPs]) who may be grouped in a school other than their school attendance area. EC students must be administered all required state tests. The test results of these students may be electronically moved to an attendance area school determined by the LEA. Their test results are included in the accountability results of that school.

Cross-Enrolled Students—*A cross-enrolled student's test results are included in the accountability results at the base school.*
There are several contexts in which students may be cross enrolled (i.e., attending two different schools). For accountability purposes, the base school and visited school should adhere to the following procedures regarding cross-enrolled students:

- The base school should have a master schedule for the cross-enrolled student. The master schedule for the cross-enrolled student should
  - include all classes/courses taken at the base school <u>and</u> include each class/course taken at the visited school; and
  - use appropriate state course codes.

- The base school is responsible for ensuring the cross-enrolled student is administered all required state tests.

- If the visited school administers a state test to the cross-enrolled student, the visited school returns the student's test results (i.e., EOC and EOG) to the base school where they are included in the accountability results.
  - For paper-and-pencil administrations, the answer sheet, which contains the student's responses, must be scored under the base school's header sheet and included in its accountability results.

Visiting Students—*A visiting student's test results are included in the accountability results at the visited school.*
There are several contexts in which a student may be a visiting student (i.e., attending a school without a base school). For accountability purposes, the visited school should adhere to the following procedures for students who are visiting but do not have a base school:

- PowerSchool should record the student as visiting and not in ADM.

- The visited school should have a master schedule for the student. The master schedule for the student should
  - include all courses taken at the visited school, and
  - use appropriate state course codes.

- The visited school is responsible for ensuring the student is administered all required state tests.
- If the visited school administers a state test to the student, the student's test results (i.e., EOC and EOG) remain at the visited school and are included in the visited school's accountability results.
  - For paper-and-pencil administrations, the answer sheet, which contains the student's responses, must be scored under the visited school's header sheet and included in its accountability results.

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

1. **Foreign Exchange Students:** The LEA is responsible for ensuring all required state tests are administered to foreign exchange students. The student is enrolled in a visited school as a visitor and not counted in ADM. Test results remain at the visited school and are included in the visited school's accountability results.

2. **Private School or Home-Schooled Students:** The LEA agrees to allow a private school or home-schooled student to take a class(es)/course(s) at the visited school. The LEA is responsible for ensuring all required state tests are administered to the visiting student. Because there is no base school, test results remain at the visited school and are included in the visited school's accountability results.

3. **Nondomiciliary Students Attending an NC School Pursuant to an Agreement with an LEA:** In some instances, pursuant to an agreement with the LEA, students may be admitted to a North Carolina school in which they are not domiciliary. For example, a student's family may live in Virginia and one of the parents teaches in North Carolina. The parent brings his/her child (pursuant to an agreement with the LEA) to attend the school in which he/she teaches. The student is not reported in ADM but is eligible to take state tests. The LEA is responsible for ensuring all required state tests are administered to the student. Test results are used for accountability results at the visited school. Note: *The student is eligible for a North Carolina high school diploma.*

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

4. **Nondomiciliary Students Attending an NC School as a Result of the Parents' or Legal Guardians' Active Military Deployment:** Pursuant to General Statute § 115C-366 (1) (g), a student who is a nondomiciliary of North Carolina as a result of his or her parents' or legal guardians' active military deployment may attend, without payment of tuition, public schools of an LEA if the student meets the following requirements: (1) the student resides with an adult who is a domiciliary of the LEA, (2) the period of deployment is thirty (30) days or longer, and (3) the school is provided evidence of the deployment along with the affidavits required

under subdivision (3) of subsection (a3) of this Statute. If a student meets the requirements of G.S. § 115C-366, the student <u>is</u> in ADM at a base school within the LEA. Therefore, the LEA is responsible for ensuring all required state tests are administered to the student. Test results are included in the accountability results at the base school.

5. **Special Education Services:** Local educational agencies furnishing special education and related services to children with disabilities may contract with community residential centers, developmental day centers, or contracted service providers to furnish services that the public providers are unable to furnish (pursuant to General Statute § 115C-111.2). <u>Title IX Part A, Section 9101</u> of the Every Student Succeeds Act (ESSA)states:

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

   All agencies not associated with local school administrative units, the Department of Health and Human Services, or the Division of Juvenile Justice must meet standards that apply to state and local educational agencies and secure the rights the students would have if served by the state or local educational agency [State Board of Education policy <u>EXCP-003</u>.

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

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

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

      <u>Example</u>: If the LEA cannot provide services for a student, the LEA may place the student in a developmental day center. In this case, the student is enrolled at a base school in the LEA; the developmental day center becomes an extension of the

school. The LEA is responsible for testing the student on all required state tests. The test results are included in the accountability results at the base school.

Example: If an LEA has made a free and appropriate public education available in an LEA and the parents of a child elect to place the child in a developmental day center for educational services, the LEA is not responsible for the cost of education, nor is the student required to be tested.

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

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

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

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

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

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

o   The LEA/base school is responsible for notifying the private facility of the required tests, policies, and procedures, and for arranging the test date and location. If the private facility will administer the state test(s), the LEA and base school must ensure all security policies and procedures are maintained.

o   For accountability purposes, the test results of such a student must be included in the accountability results at the base school.

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

included in the accountability results for the base school that the student attended in the spring.

> Example: During the summer of 2018, ten students from School A, School B, and School C attend summer school at School C. At the end of summer school, the students take the EOC tests for their respective courses. Before scoring the answer sheets for each EOC test, they are grouped under a header sheet for the base school they attended during spring 2018 (i.e., header sheet for School A, header sheet for school B, or header sheet for School C). Test results count in the 2018–19 accountability year for the school students attended in spring 2018.

7. **Clustered EC Students:** It is an LEA's decision as to where test results from clustered students with disabilities with current IEPs will count for accountability purposes. The LEA will need to electronically identify (using the cluster file) the appropriate schools for these students' test results before the opening of the testing window.

8. **Hospital/Homebound:** Educational services for hospital/homebound students are typically provided at a home or hospital by LEA/school personnel. If a student is confined at home or in a hospital, is unable to attend the base school, and is receiving homebound instruction from his/her base school/LEA, the student is considered hospital/homebound. Once LEA/school personnel have made contact (i.e., a face-to-face meeting) with the student to provide instruction, the student should be counted present for the span of time during which regularly scheduled hospital/homebound instructional services are delivered. (Supporting documentation should be maintained at the school.) The base school is responsible for ensuring that all required state tests are administered. Medical exceptions can be submitted, if appropriate. For accountability purposes, the test results of a hospital/homebound student must be included in the accountability results at the base school.

9. **Virtual Public Schools (NCVPS):** The NCVPS is not responsible for administering state tests. The base school is responsible for administering all required state tests. Test results shall be included in the accountability results at the base school.

10. **Learn and Earn Early College High Schools:** Learn and Earn Early College High Schools provide students with the opportunity to complete high school with a high school diploma and an associate's degree or two years of transferable credit at no cost to the student. In order to participate in Learn and Earn, students must meet the course prerequisites set by the participating college or university. The base school is responsible for administering all required state tests. Test results shall be included in the accountability results at the base school. The graduation data is reported for the school where the student is included in ADM.

11. **Community College Courses:** A public school student taking a community college course must be enrolled with the appropriate state course code designated for community college courses. Community college officials have the responsibility for verifying eligibility and acceptance of the articulated course or courses on a student's high school transcript. For credit to be awarded in any individual course, all criteria of the Commission on College, Southern Association of Colleges and Schools (SACS) must be met. The base school is responsible for administering all

required state tests. Test results shall be included in the accountability results at the base school.

12. **Teacher-in-Treatment Programs:** Teacher-in-Treatment Programs are located at centers across the state that students go to, but the centers are not affiliated with an LEA. Students who are participating in a Teacher-in-Treatment Program should remain in membership in their base school. Days of participation at the center should be posted as absences. The base school is responsible for administering all required state tests. Test results shall be included in the accountability results at the base school.

13. **North Carolina Department of Public Safety Division of Juvenile Justice (DJJ):** The DJJ facilities are responsible for administering all required state tests. Scores are not included in accountability results.

14. **Extended Day Program.** For students who attend an extended school day program and are in membership at a base school, the base school is responsible for administering all required state tests. Test results shall be included in the accountability results at the base school.

15. **Vocational and Career Centers:** Students can take special vocational courses as well as academic courses at Vocational and Career Centers. The student must be enrolled in the course at the base school. The base school is responsible for administering all required state tests, and test results shall be included in its accountability results.

16. **Schools Housed in the Same Building**: There are several instances where two schools, each having different school codes, are housed in the same building (e.g., a S.T.E.M. school and a traditional school). For example, school A has school code XXX and school B has school code YYY. If a student is enrolled in school A and walks down the hall to take a class in school B, the student should be cross-enrolled at school B. School A assumes responsibility for the education of the student and must ensure the student is administered all required state tests. Test results shall be included in the accountability results at school A, which is the base school.

Community Residential Centers—Testing Policy

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

The steps LEAs should follow for testing students at community residential centers are as follows:
1. Assign students at community residential centers to a base school.
   a. Assign the students at grades 3–12 who are served by a community residential center to a base school that includes their grade configuration. Grades 3–12 **cannot** use school code 292 or any other school code under 300. Students must be assigned to an actual school in the LEA. The LEA can determine which base school the scores will go to.

b. Only students at grades PP, PK, K, 1, 2, and 12 or 13 (for students with disabilities who have completed the twelfth grade but have not graduated from high school and continue to receive a free appropriate public education until the end of the school year in which they reach the age of 22) can use school code 292 as their base school number.

2. The LEA is responsible for ensuring all required state tests are administered to the students. Test results are included in the accountability results at the assigned base school.

3. The LEA test coordinator is responsible for ensuring all testing policies and procedures are implemented at the community residential centers and security of materials is maintained at all times.

4. LEAs have two options available for assigning test administrators at community residential centers:

   a. Designated staff who are employed by the LEA and have received training in the appropriate test administration(s) can administer the required tests to the students residing at the community residential centers.

   b. Community residential staff members who provide instruction to the student(s) residing in the center may attend test administrator training provided by the LEA accountability staff and administer the required test(s) to their students. The following procedures apply for this option:

      i. Community residential staff must attend face-to-face test administration training, including training on the guidelines for the use of accommodations, conducted by the LEA before the administration of any state-required test(s).

      ii. A test security agreement by and between the LEA and community residential center and its employee(s) must be signed at the time of training and kept on file at the LEA. The agreement is to ensure compliance with all state policies and procedures pertaining to the administration of secure state tests, test administrator/proctor training, irregularities reporting, materials handling, and test security (the district assumes responsibility for test security).

      iii. For online assessments and **_NCEXTEND1_**, the LEA will need to work with each community residential center test administrator to create an NC Education account. LEA test coordinators must ensure that these accounts have proper roles and permissions. On days before testing, the LEA test coordinator must go under the district tab on the enrollment screen and add students to the appropriate course. LEA test coordinators must ensure all pre- and post-test activities are completed for online assessments as described in the appropriate online assessment guides (e.g., scheduling test sessions, ensuring proper entry of student interface questions (SIQ), and meeting all technology requirements).

      iv. For paper-and-pencil administrations, all students' answer sheets must be placed under a header sheet by grade and by test with the "teacher name" area used to identify the actual community residential teacher's name. The "school name" area must be completed on the header sheet so that the LEA code is the three-digit number of the local school administrative unit in

which the community residential center is located and the school three-digit code is that of the students' assigned base school.

v. In some instances in which the LEA has a current, signed security agreement between the community residential center and the LEA ensuring the security of all student data, the community residential center employees who are trained as test administrators may be provided access to the Comprehensive Exceptional Children Accountability System (CECAS) (the district assumes responsibility for test security). For community residential center employees who are trained as test administrators but have not been given access to CECAS, the LEA test coordinators must make arrangements to provide community center teachers with the necessary student accommodation information for testing purposes.

Released Test Forms

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

Released test forms, released test items, and supplemental information for EOG, EOC, and **NCEXTEND1** assessments may be found on the NCDPI website at the following address: http://www.ncpublicschools.org/accountability/testing/releasedforms. Released test forms and released items for the NCFEs may be found at http://www.ncpublicschools.org/accountability/common-exams/released-items/.

Released forms for assessments available for online administrations can also be found through the secure NCTest online platform.

Note: Copyright Information. The released forms for the North Carolina End-of-Course Test of English II and the North Carolina End-of-Grade Tests of English Language Arts may not include all of the reading selections. Because of budget constraints and the reluctance of copyright holders to grant printing rights via a website, the NCDPI has obtained permission only for Web viewing of these selections. The download or use of these copyrighted materials is restricted by applicable license agreements obtained by the NCDPI and copyright law (Title 17, United States Code). Permission to use any copyrighted material must be obtained directly from the respective copyright holders. To contact the copyright holder, please see the Acknowledgements from each test form.

Assessment Briefs

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

NC School Report Cards

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

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

Reports of Student Performance

Reports of Student Performance for the EOG and EOC tests are published annually in one publication, the Green Book. Disaggregated State, School System (LEA), and School Performance data are available at http://www.ncpublicschools.org/accountability/reporting/leaperformancearchive/. READY Accountability Model information and results are available at http://www.ncpublicschools.org/accountability/reporting/. The North Carolina SAT Report and Advanced Placement (AP) results are available at http://www.ncpublicschools.org/accountability/reporting/sat/. Results from the ACT and ACT WorkKeys administrations are available at http://www.ncpublicschools.org/accountability/act/. The annual academic achievement of American Indian students is available at http://www.ncpublicschools.org/americanindianed/reports/.

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

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

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

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

U. Contact Information

Regional Accountability Coordinators (RACs)

Contact Information

Regional Computing Consultants Directory (RCCs)

Contact Information

NCDPI Accountability Services Directory

Mailing Address, Physical Address, General Phone Numbers

Director's Office Staff Directory

Test Development Staff Directory

Testing Policies and Operations Staff Directory

Education Directory: Public Schools of North Carolina

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

EDDIE—Public Schools of North Carolina

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

V. Forms and Notices

Special Accommodation Request Form

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

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

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

Review of *Accommodations Used During Testing* Forms Procedure and Process Guide

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

LEA/Charter School Testing Irregularity Investigation Checklist

OTISS Testing Irregularity ID#	
School System Name	
School Name	

Description of Action	Completion Date	Additional Information
Day of Occurrence (or date incident identified): Contact RAC immediately to discuss irregularity		**Irregularity Classification:**
Day of Occurrence (or date incident identified): Submit testing irregularity form(s) in OTISS (completed by the person(s) reporting the incident)		
Day of Occurrence (or date incident identified): Collect or secure evidence (e.g., test books, answer sheets, computers, cheat sheets, classroom displays, etc.)		**List Evidence Collected:**
Day 3: Obtain written and signed statements from all parties involved		**Name(s)/Role(s) of Person(s) Involved:**
Day 3: Interview all parties involved - Interview session should include at least two members of the administrative staff - All questions should be carefully structured so that comprehensive facts are gathered - The interviewer's questioning tactics and tone should be of an objective nature (not accusatory)		**Name(s)/Role(s) of Person(s) Interviewed:**
Days 3–5: Draft a summary of the incident and include interview statements, the investigation's findings, any disciplinary actions that resulted from the incident, and an action plan identifying strategies that would prevent a reoccurrence of the incident or a similar incident		**Summary of Incident Includes:** **Statements** ___**Yes** ___**No** **Investigation Findings** ___**Yes** ___**No** **Disciplinary Action** ___**Yes** ___**No** **Action Plan** ___**Yes** ___**No**
Day 5: Provide a follow-up training session for appropriate personnel and review the *Testing Code of Ethics*		
Day 5: Submit completed/signed *LEA Testing Irregularity Investigation Checklist*, investigation summary, and all pertinent documents to the **NCDPI by receipted mail**		
Day 5: Retain a copy of all documents for your records		

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

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

School Test Coordinator Irregularity Investigation Checklist

OTISS Testing Irregularity ID#	
School System Name	
School Name	

Description of Action	Completion Date	Additional Information
Day of Occurrence (or date incident identified): Contact LEA TC and inform principal of the testing irregularity		**Irregularity Classification:**
Day of Occurrence (or date incident identified): Collect or secure evidence (e.g., test books, answer sheets, computers, cheat sheets, classroom displays, etc.)		**List Evidence Collected:**
Day of Occurrence (or date incident identified): Review testing irregularity form completed by the person reporting the incident, attached notes to form, if applicable		
Day of Occurrence (or date incident identified): Interview all parties involved • Interview session should include at least two members of the administrative staff • All questions should be carefully structured so that comprehensive facts are gathered • The interviewer's questioning tactics and tone should be of an objective nature (not accusatory)		**Name(s)/Role(s) of Person(s) Interviewed:**
Day of Occurrence (or date incident identified): Request written and signed statements from all parties involved		
Day 2: Draft a summary of the incident and include investigation findings. Retain a copy of all documents for your records		
Day 2: Submit copies of all documents to the LEA test coordinator and assist in the investigation as directed		

_____   _____   _____

School Test Coordinator's Name   **Signature**   **Date**

_____   _____   _____

Principal's Name   **Signature**   **Date**

_____   _____   _____

Superintendent's Name   **Signature**   **Date**

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

Test Security Action Plan

Implementation Site:
Plan Composed By:

I. Identification of Problem Areas & Corrective Actions

    A.   Purpose:

    B.   Summary of Actions Steps/Target Dates:

    C. Goal(s):

II. Definition of Roles and Responsibilities

    A. Implementation Facilitator's Name_____
        Description of Responsibilities:

    B. Assignments of Responsibilities:

Name_____ Responsibilities:

Name_____ Responsibilities:

Name_____ Responsibilities:

III. Evaluation Criteria

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

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

Method for Clearing Memory: Memory Management to Reset
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:　　　　　　　　　　　　　　**After Each Test Administration:**

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.

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.

Location of the MEM and Reset functions vary.

TI-81

Press 2nd and then Reset. Select Reset.

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

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

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

---

1. Start with the calculator cleared screen. Press the "APPS" key.

APPLICATIONS
1:Finance…
2:ALG1CH5
3:ALG1PRT1
4:AreaForm
5: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

Note: The teacher is now ready to use TI TestGuard with a student's calculator. Make sure that the student's calculator is on the home screen.

---

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.)

---

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

TESTGUARD HOME
1:Setup Calcs
2:Setup Transfer
3:Setup Summary

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.

TESTGUARD
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

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

Note: By pressing the APPS key on a student's calculator, it can be confirmed again that this process has been successfully completed.

APPLICATIONS

1:Finance

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

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

Before Testing: **After Each Test Administration:**

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(.

```
NORMAL FLOAT AUTO REAL RADIAN MP
TEST MODE
         RESET OPTIONS

DISABLE APPS & PROGRAMS
DISABLE Pic & Image VARS

ANGLE: RADIAN DEGREE
STAT DIAGNOSTICS: ON OFF
DISABLE logBASE: YES NO
DISABLE Σ(: YES NO
 [ ESC ]       [ OK ]
```

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

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

```
NORMAL FLOAT AUTO REAL DEGREE MP
TEST MODE ENABLED
          TEST MODE

           APPS
         DISABLED

      LINK-RECEIVE L1
       (OR ANY FILE)
        TO RESTORE

Press any Key...
```

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

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

```
NORMAL FLOAT AUTO REAL DEGREE MP
TEST MODE ENABLED
        RESET COMPLETE

APPS & PROGRAMS DISABLED
Pic & Image VARS DISABLED
ANGLE: DEGREE
STAT DIAGNOSTICS: ON
DISABLE logBASE: NO
DISABLE Σ(: NO
RAM is RESET
Press any Key...
```

How to Restore Files That Were on Calculators before the Reset
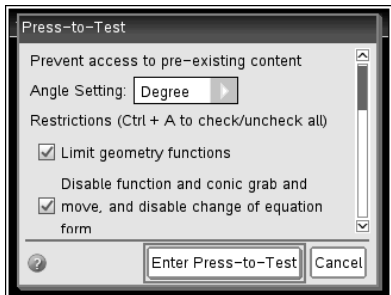
To Be Completed at the Conclusion of Testing:

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

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 <u>click</u> 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 <u>all</u> functions remain checked. It will flash amber/yellow if you unchecked "**Disable $log_b x$ template and summation functions**". During the rebooting process, there is also a red light combined with the green or amber light. Once reboot is complete, the red light goes away and the green/yellow light continues to flash.	

|	
5. After the reboot, you will see a dialogue box that confirms you have entered Press-to-Test. Click [OK] to proceed. (Dialogue box on older models)	
6. During or after the exam, you can tell if a calculator is still in Press-to-Test mode by the flashing LED and also by turning the calculator OFF and back ON. You will again see a confirmation screen. Restoring the calculator from Press-to-Test mode will delete the documents created during testing mode and restore all previous working documents. Reinvoking Press-to-Test (step 1) when it is still in test mode will show a dialog box telling you that you are in Press-to-Test mode, and you can clear out the Press-to-Test documents if you want to start over with a reset calculator (image shown).	
7. SECURITY: • The flashing LED is hardware-secure and cannot be affected by coded software. • The students cannot get out of this mode by removing the batteries or by resetting the device. • On models with replaceable keypads, students cannot change the keypad while in the Press-to-Test mode. If they attempt to, they will get a dialog box to change the keypad back to the one in which Press-to-Test was invoked.	
Exiting Press-to-Test mode: • Connect two TI-Nspire or TI-Nspire CX using a unit-to-unit USB cable. • Press the [home icon] key and select My Documents. • Press the [doc] key. Or, on older models, press the [ctrl] and then the [Tools icon]. • Select the Press-to-Test options to Exit Press-to-Test. • Contact TI to learn about other methods to exit Press-to-Test.	
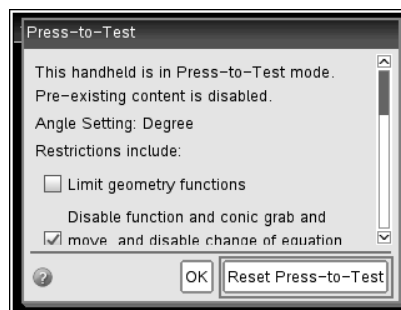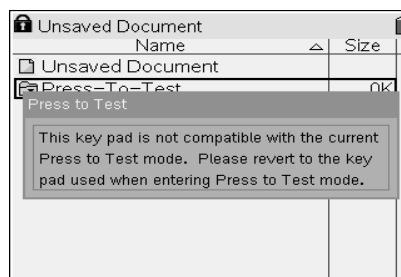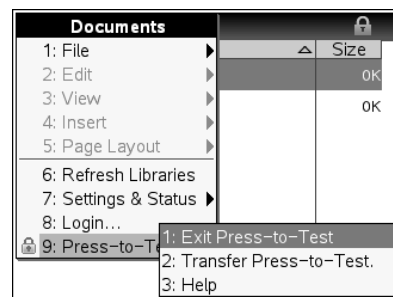
Resetting Casio Calculators

Overview: All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators to be used during the administration of the test.

Resetting the Calculator

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

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

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.

Review of Accommodations Used During Testing

Student Name	
PowerSchool ID	
Case Manager	
Choose one of the following plans (according to order of accommodations documentation).	☐ IEP ☐ Section 504 Plan ☐ EL Plan ☐ Transitory Impairment Documentation

Dates of Plan	Start Date:
	End Date:

Test	☐ BOG3 ☐ EOG ☐ RTA3 ☐ EOC ☐ NCFE ☐ CCRAA ☐ CTE ☐ ACCESS for ELLs
Subject/Subtest	

Complete one form per test. Before testing, complete the top of the form and Column 1. During/after testing, complete Column 2. Completed forms should be kept in the student's Individualized Education Program (IEP) folder and/or Section 504/English Learner (EL)/transitory impairment documentation to be accessible for future reference.
<u>NOTE</u>: While the list below includes all state-approved accommodations, some do not apply to students identified solely as ELs.
Testing accommodations should be consistent with the accommodations used routinely during classroom instruction and on similar classroom assessments.

☐ Regular Administration ☐ Other Administration

School	
Grade	
Test Date	
Test Administrator	

Column 1: To Be Completed before Testing	Was this accommodation ***provided*** to the student during testing?	Column 2: To Be Completed during/after Testing
Check the required accommodations documented on the student's IEP/Section 504 Plan/EL Plan/Transitory Impairment Documentation.		Describe the specific details of ***how*** this accommodation was provided to the student. Did the student ***use*** the accommodation? If yes, ***how*** did he/she use it?
<u>Example:</u> ☑ *Test Read Aloud (In English)* *Specify*: **Computer reads test aloud**	<u>Example:</u> Yes	<u>Example:</u> *Computer read test aloud while student wore headphones.*
☐ Braille Edition Specify:		
☐ Large Print Edition		
☐ One Test Item Per Page Edition		
☐ Assistive Technology Devices Specify:		
☐ Braille Writer/Slate and Stylus (and Braille Paper)		
☐ Cranmer Abacus		
☐ Dictation to a Scribe		
☐ Interpreter/Transliterator Signs/Cues Test		
☐ Magnification Devices		
☐ Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (**EL only**)		
☐ Student Marks Answers in Test Book		
☐ Student Reads Test Aloud to Self		
☐ Test Read Aloud (In English) Specify:		
☐ Multiple Testing Sessions Specify:		
☐ Scheduled Extended Time Amount:		
☐ Testing in a Separate Room Specify:		
☐ Special NCDPI-Approved Accommodation(s) Specify:		

Printed name of person completing this portion of the form:

_____

Signature of person completing this portion of the form:

Printed name of person completing this portion of the form:

_____

Signature of person completing this portion of the form:

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

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

Review of Accommodations Used During *NCEXTEND1* Testing

Student Name	
PowerSchool ID	
Case Manager	

Complete one form per test. Before testing, complete the top of the form and Column 1. During/after testing, complete Column 2. Completed forms should be kept in the student's Individualized Education Program (IEP) folder to be accessible for future reference. Testing accommodations for the *NCEXTEND1* should be consistent with the accommodations used routinely during classroom instruction and on similar classroom assessments.

Check if EC student is also identified as EL	☐ English Learner (EL)

☐ Regular Administration   ☐ Other Administration

Dates of Plan	Start Date:
	End Date:
Test	**NCEXTEND1**
Subject	

School	
Grade	
Test Date	
Assessor	

Column 1: To Be Completed before Testing	Column 2: To Be Completed during/after Testing	
Check the required accommodations documented on the student's IEP.	Was this accommodation **provided** to the student during testing?	Describe the specific details of how this accommodation was provided to the student. Did the student **use** the accommodation? If yes, **how** did he/she use it?
☑ **Example:** *Multiple Testing Sessions Specify: 5-minute break every 15 minutes*	**Example:** *Yes*	**Example:** *The student took a 5-minute break every 15 minutes as scheduled.*
☐ Braille Materials		
☐ Large Print Materials		
☐ Assistive Technology Devices Specify:		
☐ Interpreter/Transliterator Signs/Cues Test		
☐ Magnification Devices		
☐ Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (**EL only**)		
☐ Multiple Testing Sessions Specify:		
☐ Testing in a Separate Room		
☐ Adaptations to NCDPI-provided manipulatives, such as raised lines, enlarged text/pictures, placement of pictures on information boards, and use of student-specific symbols		
☐ Special NCDPI-Approved Accommodation(s) Specify:		

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

_____

Signature of the person completing this portion of the form:

_____

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

_____

Signature of the person completing this portion of the form:

_____

Comments/considerations for next IEP team meeting:

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

Proctor Hardship Notification Form

Proctors assigned for test administrations can be either (1) a one-on-one, full-time proctor (i.e., one proctor assisting one test administrator in a single testing room) or (2) a roving proctor (e.g., one proctor assisting three test administrators in three testing rooms). Proctors serve as additional monitors to help the test administrator assure that testing occurs fairly (State Board of Education policy GCS-A-010). Ideally, every test administration should have a proctor present during testing regardless of the number of students being tested. However, there may be special circumstances whereby it is not possible for a school to have a proctor in every test setting. If, after working with the Regional Accountability Coordinator (RAC) **and** exhausting **all** options, it is not possible to provide a proctor (either one-on-one or roving) for every test setting, local education agencies (LEAs)/charter schools must complete this *Proctor Hardship Notification Form* and submit it to the RAC. This form serves two purposes: (1) to document which districts/charters utilize this option and (2) to have their written assurance that the districts/charters assume responsibility for test security.

_____   _____
LEA/Charter School Name   LEA/Charter School Number

By signing this form, the LEA/charter school assumes responsibility for test security.

_____   _____
Superintendent's/Charter School Director's Signature   Date

_____   _____
LEA/Charter School Test Coordinator's Signature   Date

Fax or mail the original form to the RAC. Keep a copy of the form on file.

SAMPLE–Parent Letter: Opting Out of Required Testing

(Current Date)

Mr./Mrs. (Parent)
(Street Address)
(City, State, ZIP)

Dear Mr./Mrs. (Parent) _____,

Thank you for taking the opportunity to express your concerns regarding the testing mandates of the North Carolina Testing Program. Having read your request for a waiver, _____County Schools is truly sympathetic to your concerns.

The North Carolina testing program has been operational since the 1970s, and to date the State Board of Education (SBE) has not allowed any student to opt out of required State testing. The only exceptions granted have been for limited numbers of students who met certain eligibility requirements or who had extenuating circumstances primarily related to a significant medical emergency and/or condition and were unable to participate in a specific test administration.

Because of state laws, all students in North Carolina (including students with disabilities) are required to participate in the testing program. Not only are public schools required to test, but also nonpublic schools have testing requirements. Testing is required of nonpublic school enrollees in grades 3, 6, 9, and 11. Nonpublic school law does not exempt special needs (or any other) students from this requirement. Concerning the nonpublic school standardized testing requirement, G.S. §115C-549, 550, 557, and 558 state that the test is to be administered in those grade levels each year "to all students enrolled or regularly attending." Also, all homeschooled students are required to be assessed annually on a nationally normed standardized assessment.

State policy requires schools to use end-of-course (EOC) assessments as "at least twenty percent (20%) of the student's final grade." As such, a student's grade for a subject or for a course and overall grade-point-average calculation may be negatively affected by not taking the state tests. How end-of-grade (EOG) scores are used in grades 3–8 is a local decision.

Please know that _____ County Schools is trying to be responsive to parents' concerns, yet we must adhere to state and federal guidelines that address the educational needs of all children.

Sincerely,

This form must be completed annually by the District Test Coordinator/Charter School Test Coordinator and kept on file with the Regional Accountability Coordinator. If a new person is employed in this position, then he/she must complete this form as soon as possible.

SAMPLE - DISTRICT AND CHARTER SCHOOL TEST COORDINATOR

CONFIDENTIALITY ᴀɴᴅ TEST SECURITY AGREEMENT

In performing my assigned duties and responsibilities with the district/charter school, I understand that maintaining test security and student confidentiality is critical to the mission of the North Carolina Department of Public Instruction (NCDPI) and for compliance with federal and state laws and for maintaining the public's trust. I further understand that my assigned duties and responsibilities may involve the use of NCDPI data, local school district data, and/or other information that is confidential. Access to and knowledge of information that is deemed confidential includes, but is not limited to, any information that personally identifies a particular employee or individual, particular student or professional educator, or any information that personally identifies individual account information with a financial institution with whom a professional educator, employee, or other individual may transact business. Such information is often referred to as Personally Identifiable Information (PII).

Information that must remain confidential is to be protected in compliance with applicable federal and state law, including FERPA (Family Education Rights and Privacy Act of 1974), Chapter 75 of the N.C. General Statutes and any applicable amendments to such laws. By reading and signing this agreement, I understand that I am prohibited from including or disclosing PII in any form of communication with any unauthorized individual or entity, except as required in the performance of my assigned position duties. Such communication includes, but is not limited to, e-mail, instant messaging, faxes, or other written correspondence, and any type of verbal communication.

I understand that all North Carolina test materials are the property of the NCDPI and that these test materials must remain secure at all times. In order to ensure test security, I am not to discuss or share information relating to the content of the tests, the testing process, or test scoring. This restriction applies to discussion with the media, including, but not limited to, print and television media. I agree not to publish any secure testing or scoring material or share this material outside of the secure work site. I have read and understand this form and the Testing Code of Ethics in its entirety. I agree to maintain the test security and student confidentiality.

My signature indicates my agreement to maintain test security and student confidentiality. I understand that violation of this agreement is personal misconduct and may result in disciplinary action, up to and including dismissal, without prior warning. Further, I understand that violation of this agreement could lead to additional legal liability to me.

Print Name Here_____

Signature _____Date _____

SAMPLE - SCHOOL TEST COORDINATOR AND PRINCIPAL

TEST ACCOUNTABILITY AND SECURITY FORM

_____
School Name

SCHOOL TEST COORDINATOR SECTION:

My signature indicates that I will train all test administrators and proctors according to all state and local regulations and policies as printed in the *Test Administrator's Guide* and the North Carolina *Testing Code of Ethics* provided in the training session(s) conducted by the school system test coordinator. A procedure is in place to assure that the test materials are accounted for at all times and are secure while they are in this school. Any testing irregularities, or the suspicion thereof, will be reported to the school system test coordinator on the day of the occurrence, and the principal will be made aware of the report(s).

Signature of School Test Coordinator _____

Date _____

- -

PRINCIPAL SECTION:

My signature indicates that I shall maintain test security and accountability of the test materials while they are in this school. School policies and procedures are established to assure all eligible students are tested fairly. School personnel, proctors, and backup personnel are identified and trained for test administrations. The school test coordinator is directed to report any test irregularities, or the suspicion thereof, to the school system test coordinator on the day of the occurrence. I understand that the confidentiality of students must be protected at all times when publicizing/reporting test results to the public and student information that must remain confidential will be protected in compliance with applicable federal and state law, including FERPA (Family Education Rights and Privacy Act of 1974), Chapter 75 of the N.C. General Statutes and any applicable amendments to such laws. I understand that I am prohibited from including or disclosing personally identifiable information in any form of communication with any unauthorized individual or entity, except as required in the performance of my assigned position duties.

Signature of the Principal _____

Date _____

> *This form must be completed and signed by the test administrator at each test administrator training session and kept on file at the school.*

SAMPLE - TEST ADMINISTRATOR

TEST ACCOUNTABILITY AND SECURITY FORM

_____   _____
School Name   Today's Date

_____
Test Name

My signature indicates that I will administer the North Carolina state test named above according to all state and local regulations and policies as printed in the *Assessment Guide*, the *Testing Code of Ethics*, and other information provided in the training session(s) conducted by the school system's Test Coordinator and/or school Test Coordinator. I was given a copy of the *Administrator's Guide* which contains the North Carolina *Testing Code of Ethics* to review and study before the test administration and to follow precisely during the actual test administration.

In addition, I will

1. count and record the number of secure test materials, including supplemental materials, before and after the test administration and notify the school test coordinator immediately of any discrepancies in the count.
2. maintain test security at all times during the handling of test materials.
3. not copy or reproduce test items in any manner for future reference.
4. not at any time, modify, change, alter, or tamper with student responses on answer sheets or on computer monitors during or after the test administration.
5. conduct an unbiased administration of the test according to the policies, procedures, and directions (as written) in the *Assessment Guide*.
6. ensure each student has access to the appropriate test materials specified in the *Assessment Guide*.
7. ensure eligible students are provided testing accommodations documented in their current Individualized Education Program (IEP), Section 504 Plan, or English Learner (EL) Plan. (if permitted in the case of ACT assessments)
8. remain in the room throughout the entire test administration unless there is an emergency. The school test coordinator must be notified immediately of emergency situations.
9. review and edit student answer documents at the conclusion of testing only under the direction of the school test coordinator in a group setting (i.e., three or more designated school personnel). Student responses are not to be modified during the review process.
10. report any testing irregularities to the school test coordinator on the day of the occurrence.

Test Administration Date(s): _____

Print Name of Test Administrator: _____

Test Administrator's Signature: _____

SAMPLE LEA/Charter Annual Testing Plan

LEA/Charter Name:

School Address:

Shipping Address:

Testing Office Phone:

Fax:

Office Hours: **LEA/School Code:**

Grade Levels: **EDDIE Contact Person:**

EC Contact: **PowerSchool Contact:**

Principal's/Director's Information

Name:

E-mail:

Phone:

LEA/Charter School Test Coordinator's Information

Name:

E-mail:

Phone:

Assignment of School Test Coordinators and Counselors
- The principal or principal's designee (i.e., an employee of the school/school system who has professional training in education and the state testing program) shall serve as school test coordinator.
- Per G.S. §115C-316.1, school counselors may not coordinate any standardized testing. School counselors may serve in the roles of test administrators or proctors.

List all local school test coordinators (STCs) below (not applicable for charter schools).

Name of STC	Name of School	Elementary/Middle/High

School Test Administration Logistics

School Test Administrators and Proctors
- All test administrators must be persons employed by the school system in a professional educator position and hold a professional educator's license and have attended the test administrator training session with the school test coordinator (STC).
- Proctors may be school employees or trusted parents/community members who are not currently enrolled at an NC public high school and have attended a proctor training session; they must be age 18 or older and may not proctor with a test administrator who is a relative, close friend, or direct supervisor (i.e., a teacher assistant proctoring for his/her regular classroom teacher).
- A trained proctor must be assigned and present for each state test administration (with the exception of NCFEs) regardless of the number of students being tested. The proctor assigned for state test administrations can be either (1) a one-on-one, full-time proctor or (2) a roving proctor.
- Administrators and proctors must be trained before every test.
- The LEA will use the following procedures for roving proctors, who assist up to three test administrators in three testing rooms:
  - Roving proctors will not be responsible for more than three, centrally located classrooms.
  - Roving proctors will spend (locally determined) minutes in each room before rotating to the next room to proctor.
  - The door to test rooms using roving proctors must stay open throughout the testing session.
  - Test settings served by a roving proctor cannot have more than 30 students testing in the group.

Training
- All district/school staff who handle secure test materials must sign a Test Security Agreement which must be kept on file at the district/school.
- The LEA Test Coordinator will provide annual accommodations and security training to STCs by October 15. STCs train all school instructional personnel on accommodations and security by November 15. Training materials and sign-in sheets for each school will be kept **(location).**
- The STC trains all proctors at least one week before the first day of testing. Proctors sign a checkout sheet and a *Testing Code of Ethics* sign-off sheet.
- The STC trains all potential test administrators at least one week before the first day of testing. Administrators will sign a sign-in sheet and a Test Security Agreement. The school principal is encouraged to attend test training.
- At least one week before testing, the STC trains all test administrators on the use of any specific accommodation offered in their assigned test setting.

Test Materials Security
Materials Handling and Storage Procedures
- Upon arrival in the LEA, test materials are counted by **(name of person)**; any discrepancies will be faxed to TOPS within 5 days of the shipment arrival.
- Test materials are stored in a secure, locked facility until needed and after use until securely destroyed; used and scanned answer sheets are stored at **(name of location**) for at least 6 months following testing.

   Include a brief description of where secure materials will be stored:
   Include a list of all personnel granted access to this location:

- **(Name of person)** counts out and packages test materials for the schools.
- The STC picks up test materials from **(name of person)**, not more than 10 days before the first day of testing; the STC counts all materials and then signs for receipt of the materials.
- The STC stores materials in a locked, secure, limited-access facility at the school until needed for testing.
- On test days, the STC distributes test materials to test administrators only. The STC has a system in place for test administrators to count, document the count in writing, and sign for materials before testing. After testing, the STC or designee counts, documents the count in writing, and signs materials back in at the end of each testing session.
- Test materials may not be left unattended at any time and may not remain in classrooms after testing is finished. Information written on Review of Accommodations forms and used blank paper and graph paper may not be visible in any testing site; once used, these are considered secure materials.

Reviewing and Processing Test Materials Procedures
- Test administrators enter special codes and check student answer sheets after testing, including form number, 504 or Transitory Impairment Plan codes, accommodation codes, and Grade 3 EOG codes.
- This process must be completed under secure conditions in a group setting (3 or more school personnel present) and without test booklets present.
- The STC prepares materials for scoring as follows:
  - Package each grade or subject's documents separately.
  - Place a properly completed header sheet on top of each tested section's answer documents.
  - Alphabetize the student answer sheets under each header.

School Materials Return
- The principal, STC, or back-up STC may bring answer documents to the central office for scanning.
- The STC returns testing materials within five (5) days of the last day of testing; **(name of person)** counts and signs materials in.

LEA Materials Destruction Procedures
- Once test materials are designated by the state for destruction, LEAs must securely destroy them by using one of the following methods: shredding, secure recycling, observed landfill burial (i.e., by two or more designated school personnel), and/or incineration.
- This LEA will use the **(name of method)** method for destroying test materials.

Testing Environment
- STC checks all test administration sites and hallways before the first day of testing to ensure all information on tested content areas and test-taking skills has been removed from the walls.
- Test administrators report all concerns about lighting, temperature, etc. to the school principal in time for maintenance staff to take care of the situation.
- Bells at the school are turned off during testing.
- Internet activity is at a minimum during online testing.
- All intercom announcements and phone calls to/from testing rooms stop during testing.
- The STC, principal, and other designated personnel are visible in hallways during testing; they monitor individual testing rooms as they patrol the hallways.
- LEA TC and other LEA administrators visit some schools during testing for self-monitoring; LEA TC is available at all times during testing for testing emergencies.
- Drinks **(are/are not)** permitted in test sites.

Accommodations Documentation
Review of Accommodation (ROA) Forms–ROA forms are required for students receiving accommodations on all state tests, with the exception of ACT assessments. 504, EL, and IEP case managers complete the left side of the *Review of Accommodations Used During Testing*. At least 30 days before each test administration, case managers provide a current copy of the form for all students with accommodations to the STC. Immediately after testing, the test administrator giving the assessment completes the right side of the form. Purposes for the form include:
- Documentation of accommodations required, provided, and used during testing
- Data collection for future accommodations decisions

Accommodation Entry in PowerSchool–Accommodation information in PowerSchool derives from two sources:
1. IEP: For students with an IEP, the accommodation information is transferred automatically from CECAS or an alternate IEP program. **(Name of person)** is responsible for entering and updating the plan details and accommodations information into CECAS for each EC student.
2. 504 and EL: **(Name of person)** is responsible for entering the special program participation and the accommodation(s) in the appropriate pages in PowerSchool for students with a 504 Plan or EL documentation. Unlike IEP data, PowerSchool is the authoritative source for 504 and EL accommodation data.
- For each school year, the initial entry of special program assignment and accommodations must be completed by October 1 for returning students. PowerSchool entries for special program participation and accommodations must be made by the first of each month following initial assignment to a special program, annual review of the plan, and/or the addition of accommodations. Care must be taken to make certain that the start and end dates are correctly entered; PowerSchool defaults the accommodation start date to the current date and the end date as the last day of the school year.

Accommodations Self-Monitoring
The LEA uses the following procedures for self-monitoring to ensure all documented, required accommodations were provided to students and to what extent the accommodations were used by the students during the test administrations:
- The STC designs a test plan that provides the appropriate accommodations to each student.
- The STC makes sure that each test administrator completes the right side of the form immediately following the test session.

- The STC returns the original copy of the form to the student's case manager to be filed with the IEP, EL, 504 or transitory impairment plan.
- Central office staff who monitor schools during testing will check accommodation groups.

Annual Testing Plans and Self-Monitoring Procedures
- The STC submits an annual testing plan to the LEA TC at least 2 weeks before the first day of testing.
- Central office staff members visit schools during testing with the goal of preventing any avoidable irregularities and ensuring that there are no errors in the coding. These staff members need to have access to the test plan upon their arrival and use the following self-monitoring procedures:
  - ✓ Make sure test coordinators are accessible.
  - ✓ Before testing starts, ask a couple of students in online EOC settings if they watched the online tutorial video and had a chance to do the sample test items on the computer they will be using.
  - ✓ Check to see if the bells are turned off.
  - ✓ Each testing site should have a DO NOT DISTURB sign on each door.
  - ✓ Check to see if there is a test administrator in each room.
  - ✓ Check to see if there is a proctor serving each room. Roving proctors are permitted with these conditions:
    - o The roving proctor may serve no more than three centrally located classrooms.
    - o The test administrator cannot be a teacher of the subject area tested unless it is an NCFE (e.g., science teacher cannot administer any EOG or EOC science test).
    - o Classroom doors remain open at all times.
    - o The proctor rotates every **(local decision)** minutes.
  - ✓ Observe whether each test administrator is providing a positive test-taking climate.
  - ✓ Check to see if there are enough testing materials (e.g., scratch paper, calculators, etc.)
  - ✓ Be sure the test administrator and proctor remain in the room and are moving quietly around the testing site monitoring students.
  - ✓ Students should not receive instruction related to the concepts measured by the tests in the morning before or during the test administration session.
  - ✓ Classroom displays that provide information regarding the content being measured by the test or test taking strategies should be covered or removed.
  - ✓ Do not allow visitors in the testing site while testing. (Monitoring staff are not visitors.)
  - ✓ Windows on doors should be uncovered and doors should be unlocked.
  - ✓ Report any noise or disruptions.
  - ✓ Randomly select **(local decision)** students receiving accommodations during each testing period. Pull the IEP, EL, 504, or transitory impairment plans. Make sure that the accommodation(s) each student is receiving matches those listed on the plan and those listed on the Review of Accommodations sheet. Record the information from the IEP, EL, or 504 plan; accommodations listed on the Review of Accommodations form; and the accommodations observed in the testing site on the Self-Monitoring Report Form.
  - ✓ Complete the Self-Monitoring Report Form for each testing period and deliver or fax it to the LEA TC.

Test Irregularities Reporting Procedures
- The test administrator or proctor report any alleged testing violation or testing irregularity to the school test coordinator on the day of the occurrence.
- The test administrator and proctor sign the Materials Checkout Form following each administration to verify that they have reported all testing irregularities.

- The STC contacts the LEA TC immediately with any allegation of a testing violation.
- The STC then conducts a thorough investigation and complete a report of testing irregularity. The LEA TC ensures submission of the report through the Online Testing Irregularity Submission System (OTISS).
- If a student refuses to use a documented accommodation or if the student is not offered a documented accommodation, the school must obtain a written statement from the parent/guardian before receiving score results. The statement indicates whether the parent waives the right to have the student retested or will accept the score results from the initial administration. (See the sample Test Irregularity Parent Notification Form.)
- The OTISS report is submitted to the Regional Accountability Coordinator within five (5) days of the irregularity occurrence.

Precoded Student Answer Documents and Student Information Corrections in PowerSchool
- The LEA TC ensures that all answer documents are electronically precoded using MEMBER files pulled from PowerSchool. Before testing, the STC will identify any students who enrolled after the date of the MEMBER file used for precoding and ensure that a staff member hand-bubbles the precoded information on the student's answer document.
- Schools will utilize the attached Materials Checkout Form to document any reports of inaccuracies in precoded information that needs to be reviewed in PowerSchool. The STC will share this information with the data manager.

Online Testing
- Schools decide as early in the school year as possible which assessments will be given online and which will be given on paper. The format of each test is included on the school test calendar that is shared with students, staff, and parents. **(Attach a sample parent letter to the annual testing plan when submitting it to the RAC.)**
- Schools ensure every student participating in an online assessment has completed the Online Assessment Tutorial for the associated assessment at least one time at the school before test day.
- The test administrator ensures any information from the test saved or cached on any network appliance or computer is purged or deleted immediately following the completion of the test administration. To ensure this step, all devices are shut down after each test administration.

Arrangements for Completing Makeups
- Every eligible student must take the state assessment. STCs develop school-based plans to ensure that ALL eligible students participate in the appropriate tests.
- Students under suspension are required to take the appropriate state assessments. The school makes arrangements to test these suspended students in a location (e.g., central office, home, school after-hours) that is mutually agreeable to parent/guardians.
- Each test administrator takes attendance and reports absences before starting the test session.
- The STC designates someone to contact all students absent from the test session.
- Makeup testing occurs on days immediately following the regular test administrations.
- If a student is absent from the initial makeup test session, the STC schedules another makeup session to ensure that the student is tested.
- Makeups may occur ten (10) school days after the date of the initial test administration. Makeups can occur on teacher workdays.

- The STC must provide a thorough written explanation for each eligible student who is not administered the state assessment. (See Sample "Students Absent from Makeups for State-Required Assessments" form).

LEA E-mail and FERPA Protocol

- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. According to the *State of North Carolina Statewide Information Security Manual*, "All confidential information shall be encrypted when transmitted across wireless or public networks." E-mail privacy, without some security precautions, can be compromised. Therefore, school e-mail communications cannot contain Personally Identifiable Information (PII). For additional information, please see NCDPI *Transmitting Private Information Electronically* publication.
- To protect the confidentiality of individuals from those who do not have access to individual level data, PII should be transmitted using one of the following methods:
  - Encrypted Files,
  - Password Protected Files, (as long as the password is not contained within the e-mail, file, or on the electronic device containing the data)
  - Secure FTP Servers, and
  - E-mailed Files (but only if encrypted and/or password protected using strong passwords [example: mixed case, special characters])
- **Include a brief description of how the LEA plans to share Personally Identifiable Information.**

Schoolwide Emergencies

Sometimes schools experience severe weather, bomb threats, gas leaks, or other situations that interrupt state assessments. During such events, the safety of students always takes precedence. However, maintaining test security to the maximum degree possible during an emergency requires careful planning beforehand to minimize the potential for invalidating the test results and requiring a retest of all students at a later date.

1. Follow safety guidelines as dictated by the school's emergency response plan.
2. If test materials have been distributed, direct students to quickly place answer documents, cover/work sheets, and all other test materials such as graph paper or formula sheets inside their test books.
3. As students exit the room in a single file, collect all testing materials from each student and quickly secure them. If students are taking an online test, ask each student to press the "pause" button.
4. As students exit, note the time of day and the amount of time elapsed since the beginning of the test. Record that information on the cover of the *Test Administrator's Guide* and include it with the collected students' materials.
5. It is essential to prohibit talking between students if you reasonably expect to return to the building and resume the testing activity.
6. After the emergency has ended and students have returned to their classrooms, testing can be resumed, but only if it is possible to complete the tests as required during that same day. If the tests can be completed immediately, materials will be redistributed and testing resumed with students allowed the allotted remaining time for the test.
7. The STC must contact the LEA TC as soon as possible to properly document the incident and provide the details needed for determining if a misadministration may have occurred.

Process to Request Testing outside the Test Window

1. Under the following *rare* circumstances, exceptions may be permitted to test a student outside the state-designated testing window, including makeup dates:
    a. **Special Circumstances**: Examples: Family emergency, family relocation, surgery/medical procedure scheduled during the test window, etc. For high school EOC and NCFE subjects, the EOC or NCFE test score must be used as the course exam in the final grade calculation.
    b. **IEP/504 Plan Documentation:** Per G.S. 115C-174.12(a), exceptions shall be permitted to accommodate a student's IEP or 504 Plan. In these cases, the need for additional time beyond the window must be documented in the student's IEP or 504 Plan. Example: Multiple Test Sessions over multiple days that will need to extend beyond the test window.
2. Parent/Guardian and Student Request Form: The parent/guardian must complete, sign, and submit the form, ***Parent/Guardian Request for Testing outside the Scheduled Test Window and Test Security Documentation***. Staff will make every effort to process the request as soon as possible, but parents should allow 3–4 weeks.
3. The school principal must determine if the student will be permitted to close out the semester when he/she withdraws and be provided final averages and credits for the courses in which the student was enrolled.
    o   If the principal **is not** willing to close out the semester for the student who is leaving, the principal denies the early testing request. The parent must enroll the student at his/her new school in order to complete the semester. (The process stops here.)
    o   If the principal **is** willing to close out the semester for the student and award course credits, move to #4 below.
4. School Submission to District Testing Office: The principal and school test coordinator must complete, sign, and submit the form, ***School Principal Request for Student to Test outside of the Scheduled Window*** with the following attachments:
    a. ***Parent/Guardian Request for Testing outside the Scheduled Test Window and Test Security Documentation form*** signed by the parent/guardian and student
    b. **Other required documentation** as specified on the ***School Principal Request for Student to Test outside the Scheduled Window form***.

If a request for testing outside of the test window is approved by NCDPI, the requested test(s) must be administered on the last day(s) of school attendance or date specified by the LEA Accountability/Testing Coordinator. All state and local policy and procedures for materials and testing must be followed by school staff. If the request is not approved, the school principal will be notified that testing must take place within the test window.

The school principal and/or school test coordinator must notify the parent/guardian as to whether the request has been approved.

School Test Plan

- School Name:

- Building-Level Test Coordinator's Name:

- Backup Test Coordinator:

- Test:

- Date of Test Administrations:

- Makeup Day:

- Test Training Date and Time:

Date	Test Name	Room #	Administrator	Proctor	# of Students	Special Setting?

- Which locked, secure storage area will be used for test materials?

- Where will test administrators pick up and return test materials?

- What are the procedures (when, where, how) for editing of test materials that ensure three or more school personnel are present?

Building-Level Test Coordinator's Signature:

Principal's/Director's Signature:

Date of Signatures:

Special-Setting Test-Administration Site Plan

School: _____
Test: _____
Test Date: _____

Room #	Administrator	Proctor

Student	EC/EL/504	Accommodations

Test Administrator Training Sign-Off Sheet

School Name: _____   Date: _____

Facilitator(s) Name: _____

Test Name: _____

Name (print)	Signature	Received Manual (initial)	Received Accommodations Training (initial)

Proctor Training Sign-Off Sheet

School Name: _____   **Date:** _____

Facilitator(s) Name: _____

Test Name: _____

Name (print)	Signature	Received Proctor Guide (initial)

Accommodations Acknowledgement

I am: (circle one)   Test Administrator   Proctor

Test Name: _____

I will be in a special-setting test administration in which the following accommodations will be used:

_____

_____

_____

_____

_____

_____

I have received training on administering/proctoring each of the above accommodations and agree to use them properly during this test administration.

_____   _____

Printed Name   Date

_____   _____

Signature   Name of School

Materials Checkout Sheet

Complete before Testing Session

I acknowledge that I have attended training for the _____ assessment and have received and read a copy of the *Administrators' Guide*. I further acknowledge that I am responsible for information provided during training and for understanding and adhering to the contents of the *AG(s)*, including the North Carolina *Testing Code of Ethics*.

 Teacher Signature: _____ Date: _____

Please note the number of materials received for each item:

Materials	Number at Sign out (Completed by Test Administrator *before test administration*)	Number at Sign in (Completed by Checker *after test administration*)
Header Sheet		
Answer Documents		
Test Books		

Check off any of the following items received.

Blank Paper		Pencils		Testing Sign	
Graph Paper		Reference Tables		Review of Accom. Sheets	

* Be sure answer sheet colors match book colors before leaving checkout.

Signature of Test Administrator (Teacher) at Checkout: _____

Signature of Person Checking in Materials after the test (Checker): _____

Students Absent from this session

1. _____   2. _____   3. _____

Mistakes on Precoded Answer Sheets:

Who: Mistake: What it should say:

Complete after Testing Session

 I, _____, affirm that I have followed the following rules and procedures in the administration of student assessments.
1. I have read and complied with all the procedures in the *Testing Code of Ethics*.
2. I have maintained test security at all times.
3. I have administered the tests according to the directions in the administration guide and any subsequent updates developed by the test publisher.
4. I have administered tests to all eligible students.
5. I have reported all testing irregularities to the school system test coordinator.
6. I have provided a positive test-taking climate.

Teacher Signature: _____ Date: _____

Proctor Signature: _____ Date: _____

Proctor Name (Please Print Clearly): _____

Test Irregularity Parent Notification Form

Student: _____   Grade: _____

Test and Subject: _____   PowerSchool
                                                  Student No.: _____

Teacher: _____   Test Date: _____

School Test Coordinator (STC): _____   STC Phone: _____

The following test irregularity occurred during testing today, which <u>invalidates</u> your child's test results.

Your child's test will <u>not</u> be scanned or scored, and your child is scheduled to retake the test on

_____.

Description of Test Irregularity:

_____

_____

_____

_____

_____

_____

<u>Waiver of Right to Retake the Test</u>

In some cases, you may choose to waive the right for your child to retake the test and accept the scores from the test already taken. Please sign and return this form to the <u>school test coordinator</u> before the date listed above. If this form is not returned by the above date, the test will be readministered to your child as indicated. *Note: The test already taken is deemed invalid and will not be scanned or scored unless you choose to waive the right for your child to retake the test.*

☐ I would like for my child to retake the test. I understand we will not receive results from the original test.

☐ I do <u>not</u> want my child to retake the test. I understand that the results from the test already taken will be used. Furthermore, I understand I am waiving the rights for my child to retake the test.

_____   _____
Parent Signature   Date

Note to staff: This document should be scanned and attached to the OTISS report

Parent/Guardian Request
Testing Outside the Scheduled Test Window and Test Security Documentation

My signature below indicates I have read and understand the following:

▸ I am requesting an administration of one or more End-of-Grade (EOG), End-of-Course (EOC), North Carolina Final Exam (NCFE), or **NCEXTEND1** <u>outside of the regular testing window</u>. I understand the school principal will submit a letter of request along with a copy of this form to the district testing and accountability office to be processed with the North Carolina Department of Public Instruction (NCDPI). I understand that state testing can be administered outside of the testing window *only* if approved by the NCDPI, and that submission of this request does <u>not</u> guarantee approval. (Please allow 3-4 weeks for request processing.)

▸ I understand that EOG, EOC, and NCFE tests are designed to assess the entire curriculum; therefore, I agree for the course/grade to end early and/or for my child to complete all requirements of the course/grade early (i.e., independent additional work before the administration of the test *as required* by the school/teacher).

▸ In order for NC tests to be valid, all test items must remain secure. Therefore, I agree that my child will NOT discuss, disseminate, describe or otherwise reveal the contents of any assessment to any other person. He/she will not make copies of the assessment or any test items, take notes, text message, or otherwise compromise the assessment or any test items. I understand that discussing or divulging secure test information could be considered a misadministration of the test(s) resulting in a score of zero. I understand that my child will be required to leave school immediately after completing the test(s) each day and that test(s) must be administered on the last day(s) my child will be in attendance.

▸ I understand I am responsible for contacting the school <u>after</u> the regular scheduled test administration dates for test results/scores. (In most cases, scores will not be available at the time of a special/early test administration.)

Student Name: _____   Grade: _____

School: _____

Test(s) requested to be administered outside of the test window: _____

Date(s) requested for test(s) to be administered: _____

Last day student will attend school: _____
(if student is moving or will be out of the area for the rest of semester or school year):

Transfer School	City	State	Date of Semester End

Reason for Request:
(Attach additional information as requested by school)

_____

_____

_____

_____   _____
Parent/Guardian Signature (required)   Date

_____   _____
School Principal Request   Date

Student to Test Outside of the Scheduled Test Window

Attach copy of Parent/Guardian Request form (required) and other applicable documentation as described below.

School: _____   School Code: _____

Student: _____   PowerSchool ID: _____   Grade: _____

Check all of the following that apply:

Test Type(s):_____   Test Subject(s): _____

☐ EOG   ☐ Math   ☐ Reading   ☐ Science

☐ EOC   ☐ NC MATH 1   ☐ ELA II   ☐ BIOLOGY

☐ NCFE – *List here:* _____

☐ OTHER- *List here:* _____

Date of Regular School Test Window: _____

Intended Date(s) for this Special Administration: _____

Last Day Student Will Attend School: _____

Date Student Scheduled to Return to School (if applicable): _____

Specific Reason for the Special Administration:

☐ Family Relocation/Move[1]   ☐ Surgery/Medical Procedure Scheduled during Test Window[2]

☐ Family Emergency[4]   ☐ IEP/504 Plan Documentation (explain how accommodation is documented)[3]

☐ Early Graduate[4]   ☐ Other (explain on line below)[4]

1. *Attach copies of military orders or other supporting documents as applicable.*
2. *Attach copy of doctor note or documentation of scheduled surgery/medical procedure.*
3. *Attach copy of IEP/504 Plan.*
4. *Attach copy of any supporting documentation as applicable.*

Description of the procedures that will be used to ensure the security of the assessment(s) will be maintained:

_____

_____

_____

_____   _____
School Test Coordinator / Date   Principal / Date

Office of Testing and Accountability Use Only		
LEA Approval:	☐ Approved	☐ NOT Approved

Self-Monitoring Report Form

Date: _____   School/School Code: _____   Test: _____

CHECK ALL BOXES THAT ARE OBSERVED; INCLUDE EXPLANATIONS FOR ANY AREAS NOT OBSERVED

	Test Notebook in Office		Notebook Includes Copy of Test Plan	DO NOT DISTURB Signs on Each Door	Proctor/Roving Proctor Assigned to All Test Sites
	Notebook includes Review of Accommodations During Testing forms		Notebook Includes Copies of CECAS (or other IEP program) Testing Participation Report	Test Administrator and Proctor Monitoring Students	Classroom Displays Covered or Removed
	Notebook includes copies of 504 and EL plans		Bells Turned Off	Positive Test-Taking Environment	All Materials Provided (Calculators, Paper, Pencils, etc.)

Test Session
_____ This test was conducted in accordance with the accepted practices of standardized testing.
_____ This test had some irregularities and/or findings as listed below.

_____

Accommodations
Choose three students at random who are receiving accommodations on the test and complete the chart below.

Student Name	Type of Plan (504, EL, IEP)	Accommodations Viewed on the "Review of Accommodations" Form	Accommodations Observed in Test Site

Monitor Name:_____   Monitor Signature:_____

Students Absent from Makeups for State-Required Assessments

The STC must list all students ABSENT from Makeups on this form. If 100% tested for EOCs, EOGs, and NCFEs, write NO ABSENCES.
For Online Tests, the STC must code the student ABSENT from ALL Makeups in NC Education also.
For Paper/Pencil tests, the STC must code the ABSENT bubble on the answer sheet also and return it to the district testing office for scanning.

Last Name	First Name	POWER SCHOOL Student No.	Grade	Subject	Classroom Teacher	Reason Student Is **ABSENT** from Testing

My signature below indicates that I understand it is the responsibility of the principal and school test coordinator to ensure that ALL eligible students are tested. Every effort was made to test students listed above and/or student was no longer available to be tested. Reason for not testing is stated clearly under "Reason Student is ABSENT from Testing".

_____
School Test Coordinator Signature / Date

_____
Principal Signature / Date

ACT Testing Exception Process

If students have taken the SAT or ACT before February 16, 2018, and have scores that meet the college readiness benchmark standards, they are not required to participate in the statewide ACT administration. However, it is the **students' responsibility** to notify the school that they do not wish to participate in the test administration.

To Be Completed by the Student:
Students may not combine test scores from separate administrations to meet college readiness benchmark scores. All scores must be attained during the same test administration. Before being considered for a testing exception, students must comply with the following:

- Before submitting the request for exemption, students must have either SAT or ACT test scores that meet the following college readiness benchmarks:
  - **SAT** college readiness benchmark scores <u>before February 28, 2016</u> include all of the following subtests:

Test	SAT Score
Critical Reading	500
Mathematics	500
Writing	500

  - **SAT** college readiness benchmark scores <u>after March 1, 2016</u> include the following subtests:

Test	SAT Score
Evidence-Based Reading and Writing Score	480
Mathematics	530

  - **ACT** college readiness benchmark scores include all of the following subtests:

Test	ACT Score
English	18
Mathematics	22
Reading	22
Science	23
Writing	7

- Students must complete and submit a copy of the attached form.

- Requests must be submitted to the principal or the principal's designee no later than **February 16, 2018.**

To Be Completed by the Principal or Principal's Designee:
Upon receipt of the request and score report, the school principal or the principal's designee must complete the following procedures:
- Obtain proof of identity (i.e., valid picture ID) from the student. Verify the photo ID matches the original SAT or ACT score report.
- Determine whether the student met/has not met the college readiness benchmark standards. (Note: All subtest scores must be listed on the score report and must meet the benchmark standard to qualify for the exception.)
- Complete the FOR SCHOOL USE ONLY box on the student request form.
- Make a copy of the request form and score report and keep it in the student's cumulative folder at the school.
- Send the original request form and a copy of the score report to the LEA Test Coordinator no later than **February 23, 2018**. **Send approved requests only** to the LEA Test Coordinator.
  NOTE: Charter schools must send the original request form and a copy of the score report to their Regional Accountability Coordinator (RAC).
- Notify the student and parents/guardians of the decision.

To Be Completed by the LEA Test Coordinator:
Upon receipt of the **approved** ACT Testing Exception request forms and score reports, the LEA Test Coordinator must complete the following procedures:
- Verify that the requests from the schools meet the ACT college readiness benchmark standards (college readiness benchmark scores must include all subtests).
- Complete and submit the ACT Exception (ACTEX) Code Collection file no later than **March 2, 2018**.

NOTE: See the *ACT Testing Exception Code Collection* document, which can be obtained from your RAC, for directions on how to create the ACTEX collection file.

<div style="border: 1px solid black;">

FOR SCHOOL USE ONLY

Date Received: _____

Approved_____ Denied_____

Principal's/Director's Signature: _____

</div>

ACT Testing Exception Request Form

Students who have met the benchmark for either the ACT or SAT may request an ACT testing exception. Failure to include all required information may result in the need to resubmit the request, a delay in the response, or a denial of the request.

Requests for the ACT testing exceptions will be honored only through February 16, 2018.

To Be Completed by the Student:
Complete the following information and submit the form to the school principal for review.

Today's Date _____

Student's Name as it appears on school records_____

Student's PowerSchool Number_____

School Name _____

Date of most recent SAT or ACT test administration_____

Attach to this form a copy of the original individual student score report from SAT **or** ACT. The score report must include <u>all</u> subtest scores.

_____ _____ _____ _____
Student's Signature Date Parent's Signature Date

To Be Completed by the School Principal or the Principal's Designee:
1. Upon receipt of the request, obtain proof of identity (i.e., valid picture ID) from the individual requesting the testing exception. Verify the photo ID matches the original SAT or ACT score report.
2. Ensure a copy of the student's original score report is attached to this form.
3. Once determination for exemption is approved/denied:
   a. Complete the **FOR SCHOOL USE ONLY** box located at the top of this form.
   b. Notify the student and parents/guardians of the decision.
   c. Keep a copy of this form and a copy of the score report in the students' cumulative folder at the school.
4. Send the original request form and a copy of the score report to the LEA Test Coordinator no later than **February 23, 2018**. **Send approved requests only** to the LEA Test Coordinator.
<u>NOTE</u>: Charter Schools must send the original request form and copy of the score report to their Regional Accountability Coordinator (RAC).

SAMPLE Parent Letter—ACT Testing Exception
(*School Address*)
(*Date*)

Dear Parent/Guardian:

The ACT College Admissions Assessment will be given free of charge to all North Carolina 11th-graders on February 27, 2018; the makeup date is March 20, 2018. The ACT is part of North Carolina's school accountability program.

In addition, the ACT results may be used at the high school level to identify students who need assistance with certain subject areas or academic skills, to evaluate effectiveness of instruction, and to make adjustments to curriculum to improve instruction. Colleges use ACT scores for admissions decisions, course placement, academic advising, and loans and scholarships. Students participating in the statewide ACT administration can select for free up to four colleges (or other reporting agencies) to receive their ACT scores.

Students who have taken either the SAT or the ACT before February 16, 2018, and have scores that meet the college readiness benchmark standards, do not have to participate in the statewide ACT administration. However, it is the students' responsibility to notify the school that they do not wish to participate in the ACT. Students may not combine test scores from prior separate administrations to meet college readiness benchmark scores. All college readiness benchmark scores must be attained during the same test administration.

To be considered for an ACT testing exception, students must comply with the following:
- Before submitting the request for exemption, students must have either SAT or ACT test scores that meet the following college readiness benchmarks:

  o **SAT** college readiness benchmark scores <u>before February 28, 2016</u> include all of the following subtests:

Test	SAT Score
Critical Reading	500
Mathematics	500
Writing	500

o **SAT** college readiness benchmark scores <u>after March 1, 2016</u> include the following subtests:

Test	SAT Score
Evidence-Based Reading and Writing Score	480
Mathematics	530

o **ACT** college readiness benchmark scores include all of the following subtests:

Test	ACT Score
English	18
Mathematics	22
Reading	22
Science	23
Writing	7

Students must complete a copy of the *ACT Testing Exception Student Request Form* (available at the school) and submit the request to the principal or the principal's designee no later than February 16**,** 2018.

If you have questions or concerns about the ACT, please contact *(Name of contact and e-mail address/phone number)*.

Sincerely,

(*Signature*)

ACT WorkKeys Testing Exception Process

If students who are identified as Career and Technical (CTE) concentrators have previously taken ACT WorkKeys and earned a Silver, Gold, or Platinum ACT WorkKeys National Career Readiness Certificate ™ (NCRC®), they are not required to participate in the ACT WorkKeys administration. However, it is the **students' responsibility** to notify the school that they do not wish to participate in the test administration.

To Be Completed by the Student:
For consideration for a testing exception, students must comply with the following:
- Before submitting the request for exemption, students must have received either a Silver, Gold, or Platinum NCRC ®.
- Students must complete a copy of the attached form that includes:

    o the student's full name as it appears on school records;
       the student's PowerSchool Student Number;
    o a **copy** of the original student NCRC® (i.e., Gold, Silver, or Platinum) **or** an official roster that shows the certificate awarded;
    o student signature and date; and
    o parent/guardian signature and date.
- Requests must be submitted to the principal or the principal's designee no later than **November 17, 2017.**

To Be Completed by the Principal or Principal's Designee:
Upon receipt of the request and copy of the original certificate, the school principal or the principal's designee must complete the following procedures:
- Obtain proof of identity (i.e., valid picture ID) from the student requesting the exemption. Verify the photo ID matches the student certificate.
- Verify the student has the correct certificate (Gold, Silver, or Platinum) to meet the standard to qualify for the exception.
- Complete the **FOR SCHOOL USE ONLY** box on the student request form.
- Make a copy of the request form and the certificate and keep it in the students' cumulative file at the school.
- Send the original request form and copy of the original certificate to the LEA Test Coordinator no later than **December 1, 2017**. **Send approved requests only** to the LEA Test Coordinator.
NOTE: Charter schools must send the original request form and copy of the original certificate to their Regional Accountability Coordinator (RAC).
- Notify the student and parents/guardians of the decision.

To Be Completed by the LEA Test Coordinator:
Upon receipt of the **approved** ACT WorkKeys Testing Exception request forms and certificate copies, the LEA Test Coordinator must complete the following procedures:
- Verify that the requests from the schools meet the WorkKeys standards (Silver, Gold, or Platinum NCRC®).
- Complete and submit the ACT WorkKeys Exception (WKEX) Code Collection file no later than **December 8, 2017**, for students who previously have taken ACT WorkKeys and received a Silver, Gold, or Platinum NCRC®**.**

<table>
<tr><td align="center">

FOR SCHOOL USE ONLY

Date Received: _____

Approved_____   Denied_____

Principal's/Director's Signature: _____

</td></tr>
</table>

ACT WorkKeys Testing Exception Request Form

Students who have previously taken ACT WorkKeys and earned a Silver, Gold, or Platinum ACT WorkKeys National Career Readiness Certificate[TM] (NCRC®) may request a WorkKeys testing exception. Failure to include all required information may result in the need to resubmit the request or may cause a delay in the response.

> **Requests for ACT WorkKeys testing exceptions will be honored only through November 17, 2017.**

To Be Completed by the Student:
Complete the following information and submit the form to the school principal for review.
Today's Date _____

1. Student's Name as it appears on school records_____

2. Student's PowerSchool Student Number_____

3. School Name_____

4. Date of most recent ACT WorkKeys test administration_____

5. Attach to this form a **copy** of the original Silver, Gold, or Platinum NCRC® **or** an official roster that shows the certificate awarded.

6. _____   _____   _____   _____

   Student's Signature   Date   Parent's/Guardian's Signature   Date

To Be Completed by the School Principal or the Principal's Designee:
7. Upon receipt of the request, obtain proof of identity (i.e., valid picture ID) from the student requesting the exception. Verify the photo ID matches the copy of the original student certificate.
8. Ensure a **copy** of the student's original certificate **or** an official roster that shows the certificate awarded is attached to this form.
9. Enter the certificate earned (Silver, Gold, or Platinum) into the school data management system.
10. Once determination for exemption is approved/denied:
    o The principal must complete the **FOR SCHOOL USE ONLY** box located on this form.
    o The principal must notify the student and parents/guardians of the decision.
    o A copy of this form and a copy of the certificate must be kept on file at the school.

11. Send the original form and a copy of the original certificate to the LEA Test Coordinator no later than November 4, 2016. **Send approved requests only** to the LEA Test Coordinator. NOTE: Charter schools must send the original request form and the copy of the original certificate to their Regional Accountability Coordinator (RAC).

SAMPLE: PARENT LETTER—WorkKeys Testing Exception

(*School Address*)
(*Date*)

Dear Parent/Guardian:

WorkKeys will be given free of charge to all North Carolina students who are considered Career and Technical Education (CTE) completers. WorkKeys is part of North Carolina's school accountability program.

The WorkKeys assessment is designed to measure students' career readiness as they prepare to enter the workforce by assessing their abilities in three core areas: <u>Applied Math, Graphic Literacy, and Workplace Documents</u>. Students' performance in these areas is meant to demonstrate their abilities to potential employers through the use of standardized, quantitative metrics. There are four certification levels: Platinum, Gold, Silver, and Bronze.

If students have previously taken WorkKeys and earned a Silver, Gold, or Platinum certificate, they do not have to participate in the WorkKeys administration. However, it is the students' responsibility to notify the school that they do not wish to participate in the test administration.

For consideration for a WorkKeys testing exception, students must complete a copy of the *ACT WorkKeys Testing Exception Student Request Form* (available at the school) and submit the request to the principal or the principal's designee no later than November 17, 2017.

If you have questions or concerns about WorkKeys, please contact *(Name of contact and email address/phone number).*

Sincerely,

(*Signature*)

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;
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