

Guidelines for Testing Students Identified as Limited English Proficient

North Carolina Testing Program

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Table of Contents

| | Page |
|-----------------------------------------------------------------------------------------------------------------------------|-----------|
| A. Introduction | 1 |
| B. The North Carolina Testing Program | 2 |
| School-Based Management and Accountability Program | 2 |
| Federal Testing Requirement..... | 2 |
| Implementation of the North Carolina Testing Program | 3 |
| Establishing a Local Procedure to Ensure Student Participation in the State Testing Program..... | 4 |
| <i>Testing Code of Ethics</i> | 4 |
| Students Identified as Limited English Proficient (LEP) | 5 |
| First Year Exclusion Eligibility and Annual Measurable Objectives (AMO)..... | 5 |
| LEP Student Eligibility for Testing Accommodations | 6 |
| Exiting LEP Identification and the Comprehensive Objective Composite (COC)..... | 6 |
| Monitored Former LEP (MFLEP) Students | 7 |
| AMO Inclusion for Exited LEP Students | 7 |
| Transfer Students | 8 |
| Policy for Duplicating or Quoting from this Publication..... | 8 |
| Providing Information and Updates..... | 9 |
| C. Responsibilities of the School System Test Coordinators and LEP Coordinators..... | 10 |
| Document Information..... | 10 |
| Joint Responsibility..... | 10 |
| Joint Training of Local Staff..... | 11 |
| Review of Recommendations | 14 |
| D. Procedures for Determining Participation in the Standard Test Administration or Testing with Accommodations | 15 |
| Notification of Testing..... | 15 |
| General Local Procedures | 15 |
| Instructional Accommodations | 16 |
| North Carolina Testing Program..... | 16 |

| | |
|----------------------------------------------------------------------------------------------------------|----|
| Student Participation in the North Carolina Testing Program | 16 |
| North Carolina-Developed Item Tryouts/Field Tests | 19 |
| Testing under Standard Conditions..... | 19 |
| Procedures for Discussing Testing with Accommodations | 19 |
| Guiding Principles for Accommodations..... | 19 |
| Accommodations for the National Assessment of Educational Progress (NAEP) at Grades 4, 8, and 12..... | 21 |
| Accommodations for North Carolina-Developed Tests | 25 |
| Documentation of Accommodations | 25 |
| Testing Accommodations Documentation..... | 26 |
| Changes in Accommodations before Testing | 27 |
| More Than One Accommodation | 27 |
| Notifying Students about Testing Accommodations | 27 |
| Discussing Procedures to Follow When a Student Declines the Use of a Testing Accommodation..... | 28 |
| Invalid Test Results..... | 29 |

E. Testing Accommodations for Limited English Proficient Students: Descriptions and Procedures..... 30

| | |
|-----------------------------------------------------------------------------------------|----|
| Eligibility for LEP Testing Accommodations on the General Assessment..... | 31 |
| General Information about Testing Accommodations..... | 32 |
| State-Approved LEP Testing Accommodations..... | 32 |
| Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator | 34 |
| Multiple Testing Sessions..... | 36 |
| Scheduled Extended Time | 40 |
| Student Reads Test Aloud to Self..... | 43 |
| Test Administrator Reads Test Aloud (in English)..... | 45 |
| Computer Reads Test Aloud—Student Controlled..... | 48 |
| Testing in a Separate Room | 51 |

F. Monitoring Accommodations 53

| | |
|--------------------------------------------------------------------------------------|----|
| Introduction..... | 53 |
| <i>Review of Accommodations Used During Testing Form</i> | 53 |
| Tracking Required Testing Accommodations and Planning for Test Administrations | 54 |

| | |
|---------------------------------------------------------------------------------------------|----|
| Documentation of Accommodations Provided..... | 54 |
| Procedures to Follow When Required Testing Accommodations Have Not Been Provided... | 55 |
| Procedures to Follow When Testing Accommodations Are Provided That Are Not Required..... | 55 |

| | |
|--------------------------------------------------------------------------------------------|-----------|
| Appendices | 56 |
| Appendix A: Memo Regarding Routine Use of Accommodations | 57 |
| Appendix B: <i>Review of Accommodations Used During Testing</i> Form..... | 59 |
| Appendix C: Testing Code of Ethics | 60 |
| Appendix D: North Carolina State Board of Education Policies Related to LEP Students | 64 |

Tables

| | |
|-------------------------------------------------------------------------------------------------------------------------------|----|
| Table 1: State-Developed Tests Used to Determine AMOs in North Carolina..... | 3 |
| Table 2: State-Mandated Tests in the North Carolina Testing Program..... | 17 |
| Table 3: List of Frequently Provided NAEP Accommodations for Students with Disabilities and English Language Learners..... | 24 |
| Table 4: W-APT Score Eligibility Criteria for State-Approved Testing Accommodations..... | 31 |

A. Introduction

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

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

This publication contains policy guidelines and procedures for testing students who are identified as limited English proficient in the North Carolina Testing Program and represents a revision of the October 2012 *Guidelines for Testing Students Identified as Limited English Proficient* publication. Limited English proficiency committee members, which may include students, parents, directors of instruction, teachers, local education agency (LEA) limited English proficient coordinators, LEA test coordinators, principals, and superintendents, must review this publication before making decisions about students identified as limited English proficient who are participating in the North Carolina Testing Program at grades 3–12 with accommodations.

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

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

B. The North Carolina Testing Program

School-Based Management and Accountability Program

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

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

Federal Testing Requirement

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

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

On May 31, 2012, the United States Department of Education (USED) approved North Carolina’s request for a flexibility waiver from some of the requirements of *No Child Left Behind* (NCLB) as specified in the Elementary and Secondary Education Act (ESEA). In lieu of the reauthorization of ESEA by the U.S. Congress, the waiver will remain in effect for the 2013–14 school year. If ESEA is not reauthorized by 2014–15, the USED will reevaluate the flexibility waiver. The ESEA waiver specified Annual Measurable Objectives (AMOs) targets will be used for reporting. AMOs are a series of performance targets that states, school districts, and specific subgroups within their schools must achieve each year to meet the requirements of NCLB. These targets are identified for each federally reported subgroup for English language arts/reading and mathematics. In each public school and local education agency (LEA) in North Carolina, the ten student subgroups are:

- School as a whole (all students)
- American Indian
- Asian
- Black
- Hispanic
- Two or More Races
- White
- Economically Disadvantaged Students (based on Child Nutrition data files)

- submitted in accordance with a Memorandum of Agreement);
- Limited English Proficient (LEP)
 - Students with Disabilities (based on the April 1 headcount of Exceptional Children collected via CECAS)

Per the flexibility waiver, the AMO targets were set with the goal of reducing the percentage of non-proficient students by one-half within six years.

The state-developed tests that are used to determine AMOs in North Carolina are listed in Table 1.

Table 1. State-Developed Tests Used to Determine AMOs in North Carolina
End-of-Grade

- North Carolina READY End-of-Grade Assessment in English Language Arts/Reading at grades 3–8
- North Carolina READY End-of-Grade Assessment in Mathematics at grades 3–8
- North Carolina READY End-of-Grade Assessment in Science at grades 5 and 8

End-of-Course

- North Carolina READY End-of-Course Assessment in English II
- North Carolina READY End-of-Course Assessment in Math I
- North Carolina READY End-of-Course Assessment in Biology

End-of-Grade Alternate Assessments

- READY ***NCEXTEND2*** EOG Assessment in English Language Arts/Reading at grades 3–8
- READY ***NCEXTEND2*** EOG Assessment in Mathematics at grades 3–8
- READY ***NCEXTEND2*** EOG Assessment in Science at grades 5 and 8
- ***NCEXTEND1*** Alternate Assessment in English Language Arts/Reading at grades 3–8
- ***NCEXTEND1*** Alternate Assessment in Mathematics at grades 3–8
- ***NCEXTEND1*** Alternate Assessment in Science at grades 5 and 8

End-of-Course Alternate Assessments

- READY ***NCEXTEND2*** EOC Assessment in English II
- READY ***NCEXTEND2*** EOC Assessment in Math I
- READY ***NCEXTEND2*** EOC Assessment in Biology
- ***NCEXTEND1*** Alternate Assessment in English II at Grade 10
- ***NCEXTEND1*** Alternate Assessment in Math I at Grade 10
- ***NCEXTEND1*** Alternate Assessment in Biology at Grade 10

**Implementation
of the North
Carolina
Testing
Program**

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

“The information contained within the North Carolina Testing Program policy

documents shall apply to all public school personnel who are responsible for the implementation of the North Carolina Testing Program. These documents include the test administrator’s manual and guides for each test, test material processing guides, handbooks, the *North Carolina Proctor’s Guide*, the *North Carolina Test Security: Protocol and Procedures for School Personnel* publication, the *North Carolina Guidelines for Testing Students Identified as Limited English Proficient* publication, the *North Carolina Testing Students with Disabilities* publication, and any subsequent published supplements or updates and periodic training provided to each LEA. The information shall set forth the rules and procedures required for a proper test administration and shall be provided to each LEA by the department [the NCDPI] through the LEA test coordinator.

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

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

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

***Testing Code of
Ethics***

The *North Carolina Testing Code of Ethics* addresses appropriate professional practices for central office and school administrators, test coordinators, teachers (test administrators), and proctors in the areas of securing tests; administering tests; 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 about how the 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 test results.

A copy of the *Testing Code of Ethics* is included in each assessment guide for review and must be discussed during the training session for the test administrator and proctor. The *Testing Code of Ethics* is part of Title 16 of the Administrative

Code and must not be removed from the guides or the Appendix in this publication. (A copy may be requested from the school system test coordinator for reference.) The sanctions for violations are included in the *Testing Code of Ethics* and are applicable to the administration of all secure state-mandated tests.

Students Identified as Limited English Proficient (LEP)

The WIDA-ACCESS Placement Test (W-APT™) is the assessment used in North Carolina for initial identification and placement of students identified as limited English proficient. Eligibility assessment on the W-APT is based on results of the Home Language Survey (HLS) process. The HLS process, identification, and subsequent placement of limited English proficient students in English as a Second Language (ESL) services are guided at the state level by the NCDPI Curriculum and Instruction Division. Additional information can be found at <http://eldnces.ncdpi.wikispaces.net/Home+%28ELD%29>.

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

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

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

First Year Exclusion Eligibility and Annual Measurable Objectives (AMO)

Per State Board of Education policy GCS-C-021 (16NCAC 6G.0312), all students identified as limited English proficient must participate in the statewide testing program (i.e., standard test administration or standard test administration with accommodations) with the exception of students identified as limited English proficient who score below Level 4.0 Expanding on the reading subtest of the WIDA-ACCESS Placement Test (W-APT) and are in their first year in U.S. schools. These students are exempt from being assessed on the NC READY End-of-Grade English Language Arts/Reading Assessment, the NC READY End-of-Course Assessment of English II, or any associated alternate assessments that measure reading comprehension. Therefore, students who are in their first year in U.S. schools and who have scored below Level 4.0 Expanding on the reading subtest of the W-APT shall not be included in the AMOs. For purposes of determining participation for English language arts/reading, the annual administration of the ACCESS for ELLs reading subtest will be used for the students identified in this section.

**LEP Student
Eligibility for
Testing
Accommodations**

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

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

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

The Alternate ACCESS for ELLs is an option for the administration of the ACCESS for ELLs test to eligible students in grades 1–12 who are classified as English language learners (ELLs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment. The Alternate ACCESS for ELLs is designed for only a small population of ELLs who meet the following eligibility criteria:

- The student has a current Individualized Education Program (IEP).
- The student participates in the general education curriculum through the Extended Content Standards.
- The student has a significant cognitive disability (i.e., exhibits severe and pervasive delays in ALL areas of conceptual, linguistic, and academic development and also in adaptive behavior areas, such as communication, daily living skills, and self-care).
- The student's prior year ACCESS for ELLs scores yielded NA across any and/or all domains or yielded a composite score of less than 2.0. If scores are 2.0 or above, the student does not qualify for the Alternate ACCESS for ELLs and must continue to take the regular ACCESS for ELLs.

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

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

The establishment of the COC involved identifying the cut point at which English language proficiency no longer impacts reading and mathematics performance on

the state end-of-grade and end-of-course tests. This method comprehensively takes into account the combination of two objective factors: the state end-of-grade and end-of-course English language arts/reading and mathematics tests and the student’s English language proficiency. Thus, the LEP exit criteria are called the Comprehensive Objective Composite (COC).

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

**Monitored
Former LEP
(MFLEP)
Students**

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

<http://eldnces.ncdpi.wikispaces.net/Home+%28ELD%29>.

Per State Board of Education policy GCS-C-021 (16NCAC 6G.0312), schools shall include students previously identified as LEP who have exited LEP identification during the last two years (i.e., MFLEP students) in the calculations for determining the status of the LEP subgroup for the AMOs only if that subgroup has already met the minimum number of 30 students required for a subgroup and did not meet the AMOs before the inclusion of the MFLEP students.

**AMO Inclusion
for Exited LEP
Students**

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

If a student meets the COC on the annual assessment, the student exits LEP identification effective the next accountability year. For example, if Student A meets the COC in spring 2013, Student A remains identified as LEP for the remainder of the 2012–13 school year. For the 2013–14 school year, Student A’s status would be “Exited LEP Identification, Year 1.” For the 2014–15 school year, Student A’s status would be “Exited LEP Identification, Year 2.”

Student A’s Status from 2013–14 through 2016–16

| Year | LEP Identification | ACCESS for ELLs Testing | AMO Inclusion |
|-------------|---------------------------|--------------------------------------|------------------------------------------|
| 2013–14 | LEP | Tested on the ACCESS and met the COC | Included in the LEP subgroup |
| 2014–15 | Exited, Year 1 | Not tested on the ACCESS | Eligible to be included as MFLEP* |
| 2015–16 | Exited, Year 2 | Not tested on the ACCESS | Eligible to be included as MFLEP* |
| 2016–17 | Exited | Not tested on the ACCESS | Not included as MFLEP |

***Note:** Eligible only if the LEP subgroup met the minimum number of 30 students and did not meet the AMOs before inclusion of the MFLEP students.

Transfer Students

In the event a student identified as limited English proficient transfers to another North Carolina school system, transfers out of North Carolina, or transfers within a school system, the student’s English language proficiency scores must be transferred with the student’s cumulative record to the new school. The school in which the student enrolls has up to thirty (30) calendar days at the beginning of the school year or fourteen (14) calendar days if the student enrolls after the beginning of the school year to obtain scores on the state-identified English language proficiency test for testing decisions. If scores are sent, the receiving school must use those scores to determine the student’s limited English proficient status. If scores are not received, the receiving school must administer the state-identified English language proficiency test. The results from the most recent administration of the state-identified English language proficiency test will be used for all decisions related to the student’s LEP identification.

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**Providing
Information
and Updates**

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

C. Responsibilities of the School System Test Coordinators and LEP Coordinators

There must be communication and collaboration between LEA test coordinators and LEA LEP coordinators to ensure appropriate training and support are offered to all test administrators and related personnel involved in all tests that are part of the North Carolina Testing Program. The LEA test coordinator and LEA LEP coordinator must work collaboratively to provide information to school-based staff regarding policies and procedures for testing students identified as limited English proficient. This information will demonstrate how to appropriately document a student's participation in the statewide testing program, including whether the student will participate in:

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

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

Document Information

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

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

Joint Responsibility

It is recommended that LEAs develop a local plan to designate responsibilities for the LEA test coordinator and LEP coordinator that will clearly define roles in the assessment of students identified as limited English proficient. It is the joint responsibility of LEA test coordinators and LEP coordinators to work collaboratively to ensure the following occur within a reasonable time frame:

1. All school test coordinators, school administrators, teachers, parent(s), guardian(s), and surrogate parent(s) must be informed about the
 - a. state testing requirements at each grade level (including the state-identified English language proficiency test and the National Assessment of Educational Progress [NAEP], if applicable); and
 - b. guidelines governing the provision and use of testing accommodations.
2. A local monitoring system is to be established to ensure only eligible students identified as limited English proficient with the appropriate documentation on current LEP plans/documentation are provided testing

accommodations during the administration of state tests and, in order to ensure valid test results, all state policies are followed.

3. Appropriate limited English proficiency documentation on LEP plans/documentation is on file in the event of state audits or monitoring that may be required as part of the North Carolina Testing Program or the federal Title III requirements.
4. Any special scheduling or other provisions that may be required to accommodate the testing of students identified as limited English proficient are arranged.
5. Each school's implementation of state policies is monitored to ensure appropriate procedures are followed during the administration of state tests with accommodations. Appropriate accommodations are only provided to students identified as limited English proficient who meet the eligibility requirements and have a documented need. **If a student is tested and the school does not provide the approved (i.e., required) accommodation, (a) the parent/guardian must be notified immediately, (b) a Report of Testing Irregularity provided through the Online Testing Irregularity Submission System (OTISS) must be completed, (c) the superintendent/LEA test coordinator must declare a misadministration, and (d) the student must be retested with another secure form of the test with the approved accommodation, unless the parent/guardian signs a statement waiving the right to have the student retested with the documented accommodation and acknowledges that the test results from the administration without the accommodation will be used for accountability purposes and student placement decisions.**

Note: Under no circumstances shall the parent/guardian be provided the results of the test administration before waiving the right to have the student retested.

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

Joint Training of Local Staff

Early in the school year, school personnel must receive training on how to use accommodations during instruction. Before testing, training sessions on testing students identified as limited English proficient must be conducted by the LEA for:

1. Test administrators;
2. Proctors;
3. ESL teachers; and
4. Any other appropriate school personnel who serve students with limited English proficiency on LEP teams/committees or who are otherwise involved in administering a state test or providing accommodations during the administration of a state test (with the exception of limited English proficient testing accommodations on the state-identified English language proficiency test).

Training related to testing is primarily the responsibility of the LEA test coordinators. However, LEA LEP coordinators and general curriculum specialists are **strongly encouraged to participate and assist** in developing training for personnel involved in testing students with limited English proficiency. **In no case shall a test be administered by an individual who has not participated in training on administering state tests (including the state-identified English language proficiency test), or on the appropriate use of accommodations.**

All school system personnel are to be made aware of the following when administering state tests with or without accommodations:

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

Training on testing students identified as limited English proficient is to include

1. Information located in the *Guidelines for Testing Students Identified as Limited English Proficient* document (this publication) and the *North Carolina Testing Code of Ethics* (located in the Appendix). The *North Carolina Testing Code of Ethics* includes information about maintaining test security and the sanctions for violations.
2. Information about ordering test materials. The superintendent or the superintendent's designee, usually the LEA test coordinator, is responsible for ensuring secure test materials are properly ordered.
3. Information about testing accommodations. *Additional information regarding accommodations is located in Sections D and E of this publication.*

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

A student may require accommodations for only one test (for example, English language arts/reading or mathematics), or a student may have approval for accommodations for several tests. In addition, a student may have approval for more than one accommodation per test because of his or her individual needs.

If appropriate, a small group of students in the same grade at the same school using the same accommodation (e.g., students using the accommodation *Test Administrator Reads Test Aloud* for a test that does not measure reading comprehension) in one testing site (e.g., classroom) may use the same form (i.e., same form letter and form number) of the test if the accommodation has been approved and documented by the LEP team/committee for each student before the test administration. This option pertains only to paper-and-pencil tests, as the online test forms are selected randomly for each student.

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

Unless the provision or use of the testing accommodation requires special handling, the test administrator must follow standard procedures for processing test materials. Procedures for storing or returning paper-and-pencil test materials used with accommodations are located in each assessment guide.

The test administrator must code all applicable bubbles on the student answer sheet for paper-and-pencil tests or complete the Accommodations Provided tab in NC Education for online tests to identify the specific accommodation(s) provided during the test administration. Coding/completion must be accurate. This information is used for state and federal reporting purposes and for making determinations about the validity of test scores.

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

- a. Identity of the test administrator and/or proctor. For best practices, students should know and have worked with the test administrator and/or proctor before the test administration;
- b. Test date, time the test administration is scheduled to begin, and room

location; and

- c. Testing accommodations to be provided and how the accommodations will be provided.

**Review of
Recommendations**

The LEP coordinator, in collaboration with the LEA test coordinator, is to review the testing accommodations determined by the LEP teams/committees. This may include the review of individual student testing accommodations documentation in LEP plans/documentation and any available testing accommodations reports from CECAS, PowerSchool, or LEA-approved accommodations management systems.

D. Procedures for Determining Participation in the Standard Test Administration or Testing with Accommodations

The following procedures are to be used when determining whether students identified as limited English proficient will be administered state tests under standard conditions (i.e., without accommodations) or be administered state tests with accommodations.

Notification of Testing

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

General Local Procedures

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

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

All valid test scores will remain in the student’s permanent record and will be used for student placement decisions into language instruction programs designed for LEP students and accountability purposes. Invalid test scores are not to be included in the student’s permanent record or be used for placement decisions or accountability purposes.

In the event the team/committee of school-based individuals responsible for making decisions about assessment accommodations addresses procedures not specified in this document, the team/committee is to contact the LEA test coordinator and the LEA LEP coordinator for clarity before documenting a final

decision. The LEA test coordinator can provide the team/committee with information regarding the potential impact of the decision in regard to test validity and test security (e.g., test scheduling) in addition to mandates such as the federal *No Child Left Behind* legislation, the *North Carolina Administrative Procedures Act*, State Board of Education policies, and the *Testing Code of Ethics*.

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

Instructional Accommodations

This document focuses on the North Carolina Testing Program and the testing accommodations that may be considered in determining how a student will participate in the state tests. It is important, however, to also recognize instructional accommodations. Accommodations used during instruction and classroom assessments should always be considered first by LEP teams/committees. These accommodations should enable the student to access information during instruction and generally are not held to the same restrictions as testing accommodations. A wide array of accommodations may be used during instruction. If there are questions regarding instructional accommodations, the student’s ESL teachers and/or school system LEP staff may be of assistance. Once the LEP team/committee determines the accommodations needed during instruction and classroom assessments, it should address state testing. The accommodations for state tests are a subset of those needed during instruction.

North Carolina Testing Program

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

Student Participation in the North Carolina Testing Program

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

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

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

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

Note: State Board of Education policy GCS-A-011 (16 NCAC 6G .0312) mandates that all language-minority students be assessed using the state-designated English language proficiency identification test (i.e., WIDA ACCESS Placement Test, also known as the W-APT). Thereafter, all students identified as limited English proficient must be annually assessed using the state English language proficiency test (i.e., ACCESS for ELLs) administered to satisfy the NCLB Title III requirements during the state-designated testing window. Note: The Alternate ACCESS for ELLs is an option to eligible students for the administration of the ACCESS for ELLs test. See page 6 of this publication for additional information.

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

Table 2 provides a list of the state-mandated tests¹ in the North Carolina Testing Program (by grade). The team/committee of school-based individuals responsible for making decisions about assessment accommodations must be informed about the state testing requirements at each grade level (including the National Assessment of Educational Progress [NAEP] and the ACT series of assessments, if applicable), and understand the guidelines governing the provision and use of the testing accommodations.

Note: North Carolina State Board of Education policy mandates that all students who are language-minority students be assessed using the W-APT upon initial enrollment, which could occur at any time during the school year and at any grade. Students identified as LEP are assessed annually on the ACCESS for ELLs.

Table 2. State-Mandated Tests in the North Carolina Testing Program¹

Grade 3

1. North Carolina READY End-of-Grade Assessment of English Language Arts/Reading
2. North Carolina READY End-of-Grade Assessment of Mathematics

Grade 4

1. North Carolina READY End-of-Grade Assessment of English Language Arts/Reading
2. North Carolina READY End-of-Grade Assessment of Mathematics
3. NAEP

Grade 5

1. North Carolina READY End-of-Grade Assessment of English Language Arts/Reading
2. North Carolina READY End-of-Grade Assessment of Mathematics

3. North Carolina READY End-of-Grade Assessment of Science

Grade 6

1. North Carolina READY End-of-Grade Assessment of English Language Arts/Reading
2. North Carolina READY End-of-Grade Assessment of Mathematics

Grade 7

1. North Carolina READY End-of-Grade Assessment of English Language Arts/Reading
2. North Carolina READY End-of-Grade Assessment of Mathematics

Grade 8

1. North Carolina READY End-of-Grade Assessment of English Language Arts/Reading
2. North Carolina READY End-of-Grade Assessment of Mathematics
3. North Carolina READY End-of-Grade Assessment of Science
4. ACT Explore²
5. NAEP

Grade 9

1. North Carolina READY End-of-Course Assessments³

Grade 10

1. North Carolina READY End-of-Course Assessments³
2. ACT Plan²

Grade 11

2. North Carolina READY End-of-Course Assessments³
3. ACT⁴

Grade 12

1. North Carolina READY End-of-Course Assessments³
2. ACT WorkKeys⁵
3. NAEP

¹Federal and state policies require all eligible students, including students identified as Limited English Proficient (LEP) and students with disabilities, be included in the statewide testing program in one of the following categories: standard test administration, standard test administration with accommodations, or a state-designated alternate assessment.

²Students with disabilities (i.e., those with current IEPs or Section 504 Plans) and students with limited English proficiency may use accommodations on the ACT Explore and the ACT Plan. Prior approval by ACT is not required for accommodations on these assessments. All accommodations are determined locally. Accommodations must be supported by the students' IEPs, Section 504 Plans, and/or Limited English Proficiency plans on file at the school.

³North Carolina READY End-of-Course Assessments are administered in three high school courses: English II, Math I, and Biology. State Board of Education policy GCS-C-003 (16 NCAC

6D .0305) specifies that students who are enrolled for credit in courses in which end-of-course assessments are required shall take the appropriate end-of-course assessment.

⁴ Students with disabilities (i.e., those with current IEPs or Section 504 Plans) have two accommodations options for the ACT: (1) ACT-Approved accommodations and (2) State-Allowed accommodations. ACT-Approved accommodations are available based upon the documented disability or disorder and the history of the diagnosis. Scores from ACT-Approved accommodations administrations are fully reportable for colleges, scholarships, and other entities. Materials for State-Allowed accommodations, which do not require ACT approval, may be ordered online and utilized during the ACT assessment. The ACT scores from State-Allowed accommodations administrations are not college reportable. Students identified as limited English proficient only (non-disabled) may only qualify for State-Allowed accommodations on the ACT.

⁵ Students with disabilities (i.e., those with current IEPs or Section 504 Plans) may use accommodations listed in the ACT WorkKeys manual. All accommodations are determined locally. Accommodations must be supported by the students' IEPs or Section 504 Plans on file at the school. Students identified as limited English proficient only (non-disabled) may use a word-to-word foreign language dictionary as an accommodation on the ACT WorkKeys; they are not eligible for other accommodations.

North Carolina- Developed Item Tryouts/Field Tests

Students identified as limited English proficient who are administered a North Carolina-developed item tryout/field test are to participate (under standard conditions or with accommodations) in the same manner as the current LEP plan/documentation documents their participation in the operational North Carolina test (e.g., a sixth-grade student who is to receive approved accommodations for the operational end-of-grade mathematics test receives the same accommodations for an end-of-grade mathematics item tryout/field test). Contact the LEA test coordinator for a list of the current North Carolina-developed item tryouts/field tests, which is updated annually.

Testing under Standard Conditions

When appropriate, students identified as LEP should be administered state tests under standard conditions.

Procedures for Discussing Testing with Accommodations

The accommodations to be used during regular classroom instruction and assessments are to be discussed, finalized, and documented in the current LEP plan/documentation before the discussion and documentation of accommodations to be used during a state-mandated test administration.

Guiding Principles for Accommodations

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

- a) **“Do not make the assumption that all students who are not native English speakers need testing accommodations.”** Accommodations provided and used in state assessments should be routinely used in

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

instruction and similar classroom assessments.

- b) **“Base accommodations on student need.”** Whether a student receives any testing accommodations and what those accommodations should be must be based on the particular needs of the individual student. Do not base decisions about whether to provide accommodations and what the accommodations should be on educational program placement. While students with the same abilities may tend to need the same or similar kinds of accommodations, this is not a sound basis for making decisions.
- c) **“Be respectful of the student’s cultural and ethnic background.”** When a testing accommodation is being discussed, make sure the student and the student’s family are comfortable with it. When working with a student who has limited English proficiency, consideration needs to be given to whether the assessment should be explained to the student in his or her native language or other mode of communication unless it is clearly not feasible to do so.
- d) **“Integrate assessment accommodations into classroom instruction.”** Decisions regarding testing accommodations must be based on what accommodations the student requires to access instruction and similar classroom assessments. Therefore, the instructional accommodations decision comes before the testing accommodations decision.
- e) **“Know whether your state and/or district has an approved list of accommodations.”** Although the ultimate authority for making decisions about what accommodations are appropriate rests with a team of school-based individuals, many states and districts have prepared a list of officially approved accommodations. These lists vary widely from district to district or state to state. Generally, there are different documentation procedures depending on whether the accommodation is or is not found on the state-approved/district-approved list. Practitioners and families should consider the state laws and district policies.
- f) **“Plan early for accommodations.”** Because the need for accommodations should be evident through classroom instruction, the discussion concerning accommodations should take place well before the administrations of any assessments for which they are needed.
- g) **“Include students in decision making.”** Whenever possible, the student should be included in deciding whether a testing accommodation is appropriate. The student can often express whether he/she feels there is a need for the accommodation and whether he/she is willing to use it. It is unlikely the student will use the accommodation if he/she is uncomfortable with it.
- h) **“Understand the purpose of the assessment.”** It is important to know

what construct is being tested so the chosen accommodations yield valid results. For instance, use of the *Test Administrator Reads Test Aloud* accommodation is a valid option for the North Carolina READY End-of-Grade Assessment in Mathematics but would invalidate the results from the North Carolina READY End-of-Grade Assessment in English Language Arts/Reading.

- i) **“Request only those accommodations that are truly needed.”** The decision regarding testing accommodations must be based on the individual needs of the student. If the student does not need an accommodation in order to access the test, use of it may overwhelm or distract the student. For instance, if a student is provided the *Test Administrator Reads Test Aloud* accommodation but does not need it in order to access the test, the distraction of someone reading the test may outweigh any benefits.
- j) **“Determine if the selected accommodation requires another accommodation.”** There are some accommodations, such as the *Test Administrator Reads Test Aloud*, that require the student to also receive a special test environment accommodation.
- k) **“Provide practice opportunities for the student.”** Many standardized test formats are very different from teacher-made tests. This may pose problems for students. Most tests have sample tests or practice versions. While it is inappropriate to review the actual test with the student, practice tests are designed for this purpose. Teach students test-taking tips, such as knowing how much time is allotted and pacing oneself so as not to spend too much time on one item. Orient students to the test format or types of questions. For example, on multiple-choice tests, encourage students to read each choice carefully, eliminate the wrong choices, and then select the best answer.
- l) **“Remember that accommodations in test taking won’t necessarily eliminate frustration for the student.”** Testing accommodations are not meant to provide a student with an unfair advantage, but rather an opportunity to demonstrate what he/she can do. Therefore, the use of testing accommodations does not guarantee a proficient score for the student or a reduction in test anxiety or other emotions caused by the testing situation.

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

Background Information about NAEP. The National Assessment of Educational Progress (NAEP), also known as “the Nation’s Report Card,” is authorized by Congress and administered by the National Center for Education Statistics (NCES) of the U.S. Department of Education. NAEP is the only nationally representative, continuing assessment of what America’s students know and can do in various subject areas. The National Assessment Governing Board (NAGB) sets policy for NAEP and is responsible for oversight of the development of

frameworks and test specifications that serve as the blueprint for the assessments.

In accordance with the *No Child Left Behind* legislation, signed by President Bush on January 8, 2002, NAEP administrations in reading and mathematics (beginning in 2003) are required at grades 4 and 8 every other year in all states. In North Carolina, State Board of Education policy GCS-A-001 (16 NCAC 6D.0302) requires all selected schools to participate in NAEP; however, at the student level, participation in the NAEP is voluntary. *No Child Left Behind* allows students or parents to refuse to participate.

For each NAEP administration, a sample of students to participate is drawn from both public and nonpublic schools at grades 4, 8, and 12 (*No Child Left Behind* requires reading and mathematics assessments at grade 12 on a nationally representative basis be conducted at least as often as they were in the past, or every four years). In September, NCES notifies the NCDPI which schools have been selected for participation. The NCDPI notifies the districts; student selection from the participating schools is completed in December.

The results for NAEP are reported in the aggregate for large groups; no student or school-level data are reported. Included in the reports are statistical information about student performance and factors related to educational performance for the nation and specific subgroups of the population. To ensure the data has integrity and is complete, every effort must be made to include each selected student in the NAEP assessment. The NCDPI recommends LEP teams document the accommodations(s) to be used during the administration of NAEP in the event that the student's school is selected to participate in the NAEP assessments. Participation is required for students who can access the assessment; there are no consequences for the student or school based on student performance. Planning ahead allows students identified as limited English proficient to use accommodations approved by the test publisher, NCES, during the administration of a NAEP test. Accommodations for students identified as limited English proficient are determined on a case-by-case basis.

Procedure for the LEP Team/Committee. The LEP team/committee should follow the steps below when determining a student's NAEP accommodations.

Step 1. The LEP team/committee determines whether the student may be administered a NAEP test at the assigned grade by viewing the Schedule for the State and National Assessment of Educational Progress located at <http://nces.ed.gov/nationsreportcard/about/assessmentsched.asp>. If a NAEP test is not scheduled to be administered at the student's assigned grade, the LEP team/committee is not to address NAEP in the LEP plan/documentation. If a NAEP test is scheduled to be administered at the student's assigned grade level, the LEP team/committee continues with Step 2 below.

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

Step 3. The LEP team/committee determines first if the student is to be administered the NAEP test under standard conditions (i.e., without accommodations). If the team/committee determines the student is to be provided accommodations during the administration of the NAEP test, it should then review the NAEP accommodation information below and contact the LEA test coordinator if additional information is needed. The LEA test coordinator has the most recent list of approved accommodations designated by NAEP. Before excluding a student based on an accommodation need, the school test coordinator is to send an email to NAEPInclusion@dpi.nc.gov. The email should include the school name and contact information along with a summary of the student's accommodation needs. Confidential student-identifying information should not be included in the e-mail. The NCDPI NAEP Coordinator will review the e-mail and respond with a follow-up e-mail to include comprehensive guidance.

Accommodations for NAEP. Students who participate in the North Carolina Testing Program with accommodations should receive those accommodations on the NAEP, unless the specific accommodation is not allowed by NAEP. For example, *Multiple Testing Sessions* over multiple days is a state-approved testing accommodation, but it is not allowed by NAEP. Alternatively, there are some NAEP-approved testing accommodations that are not approved within North Carolina and therefore would not be allowed for use on the NAEP. These include (1) directions read aloud in Spanish and (2) cuing the student to stay on task. Like North Carolina, NAEP does not allow a test administrator to read aloud a test that measures reading comprehension. A list of frequently provided NAEP accommodations for students with disabilities and English language learners is located in Table 3. The list identifies whether NAEP allows the specific accommodations.

The NCDPI is committed to including as many students as possible in NAEP. The NAEP results for North Carolina should represent the entire student population. The LEP team/committee should consider ways to offer accommodations for students to enable participation in NAEP, and every effort should be made to identify an accommodation that will facilitate students' participation in NAEP. NAEP reports only showcase results at the state level; there are no high-stake consequences for individual students or schools.

Table 3. List of Frequently Provided NAEP Accommodations for Students with Disabilities and English Language Learners

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

| Accommodations for Students with Disabilities and English Language Learners | Mathe- matics² | Reading² | Science | Writing | Civics, Economics, U.S. History | Music | Visual Arts |
|------------------------------------------------------------------------------------|--------------------------------------|----------------------------|----------------|----------------|------------------------------------------------|--------------|------------------------|
| Presentation Format | | | | | | | |
| Read directions aloud/Repeat directions ¹ | yes | yes | yes | yes | yes | yes | yes |
| Sign directions only | yes | yes | yes | yes | yes | no | yes |
| Sign test items | yes | no | yes | yes | yes | no | yes |
| Read aloud occasional words or phrases | yes | no | yes | yes | yes | yes | yes |
| Read aloud all or most of the test materials | yes | no | yes | yes | yes | yes | yes |
| Braille version of the test | yes | yes | yes | yes | yes | yes | no |
| Large-print version of the test | yes | yes | yes | yes | yes | yes | no |
| Uses magnifying equipment | yes | yes | yes | yes | yes | yes | yes |
| Response Format | | | | | | | |
| Responds in sign language | yes | yes | yes | no | yes | no | yes |
| Uses Braille typewriter to respond | yes | yes | yes | yes | yes | yes | no |
| Points to answers or responds orally to a scribe | yes | yes | yes | no | yes | yes | yes |
| Tape records answers | no | no | no | no | no | no | no |
| Uses a computer or typewriter to respond—no spell/grammar check allowed | yes | yes | yes | yes | yes | yes | yes |
| Uses a template to respond | yes | yes | yes | yes | yes | yes | yes |
| Uses large marking pen or special writing tool | yes | yes | yes | yes | yes | yes | yes |
| Writes directly in test booklet ¹ | yes | yes | yes | yes | yes | yes | yes |
| Setting Format | | | | | | | |
| Tests in small group (5 or fewer) | yes | yes | yes | yes | yes | yes | yes |
| Takes the test one-on-one | yes | yes | yes | yes | yes | yes | yes |
| Takes the test in a study carrel | yes | yes | yes | yes | yes | yes | yes |
| Receives preferential seating, special lighting, or furniture | yes | yes | yes | yes | yes | yes | yes |
| Test administered by a familiar person | yes | yes | yes | yes | yes | yes | yes |
| Timing Accommodations | | | | | | | |
| Receives extended time | yes | yes | yes | yes | yes | yes | yes |
| Given breaks during the test | yes | yes | yes | yes | yes | yes | yes |
| Test sessions over several days | no | no | no | no | no | no | no |
| Other Accommodations | | | | | | | |
| Calculator, including talking or Braille calculator, for computation tasks | no | no | no | no | no | no | no |
| Abacus, arithmetic tables, graph paper | no | no | no | no | no | no | no |
| Dictionary, thesaurus, or spelling and grammar-checking software or devices | no | no | no | no | no | no | no |

¹ Standard NAEP practice and not considered an accommodation.

² Accommodations for main NAEP mathematics and reading also pertain for Long-Term Trend mathematics and reading.

Accommodations for North Carolina-Developed Tests

Each member of the LEP team/committee is to have access to the accommodation information located in Section E, Testing Accommodations for Limited English Proficient Students: Descriptions and Procedures, at the team meeting so specific procedures for a test administration can be discussed, determined, and documented. The team/committee is to discuss specific procedures located in Section D before the final decision to avoid any anomalies and misadministrations. The team/committee has the responsibility of specifying, to the greatest degree possible, how the accommodation is to be provided during testing. For example, the team/committee is to address (a) the number of sessions when using the *Multiple Testing Sessions* accommodation, (b) the approximate amount of extra time to be given when providing the *Scheduled Extended Time* accommodation, and (c) whether the test administrator reads aloud all words or only words requested by the student when providing the *Test Administrator Reads Test Aloud* accommodation for tests that do not measure reading comprehension. Section D should guide the LEA test coordinator and the test administrator in providing accommodations to students during the actual test administration.

The following accommodations approved for use by the NCDPI Division of Accountability Services/North Carolina Testing Program will result in valid test scores for North Carolina-developed tests (i.e., end-of-grade and end-of-course tests and their alternates):

- *English/Native Language Word-to-Word Bilingual Dictionary/Electronic Translator*
- *Multiple Testing Sessions*
- *Scheduled Extended Time*
- *Testing in a Separate Room* (includes individual or small group administration, study carrel, etc.)
- *Student Reads Test Aloud to Self*
- *Test Administrator Reads Test Aloud in English* (Use of this accommodation during the administration of a state test that measures reading comprehension invalidates the results from the test.)
- *Computer Reads Test Aloud—Student Controlled* (Use of this accommodation during the administration of a state test that measures reading comprehension invalidates the results from the test.)

Note: Tests in the North Carolina Testing Program that measure reading comprehension include the (a) end-of-grade English language arts/reading assessments and the (b) end-of-course English II assessment.

Documentation of Accommodations

If the LEP team/committee determines testing with accommodations is appropriate, documentation must exist in the student's current LEP plan/documentation to substantiate the provision of these accommodations. The documented accommodations must be used routinely during (a) classroom instruction and (b) similar classroom assessments that measure the same construct.

LEAs must ensure the language used on their testing accommodations documentation (e.g., LEP plans/documentation) aligns with the state-approved language regardless of the type of plan or documentation under which a student requires a testing accommodation. The state-approved language must be used to document testing accommodations and the guidelines for providing them. In addition, some accommodations require details as to how the accommodation must be provided (e.g., the amount of *Scheduled Extended Time*); therefore, it is also essential that accommodations documentation include designated areas to record the required details of how to provide these accommodations.

The NCDPI has provided optional Testing Accommodations Charts to assist in maintaining alignment and consistency in accommodations documentation. For example, an LEP team/committee could complete the LEP Testing Accommodations Chart and include it in the LEP plan/documentation as documentation of testing accommodations. These charts are available at: <http://www.ncpublicschools.org/accountability/policies/accom>.

Testing Accommodations Documentation

Testing accommodations must be documented in a student's current limited English proficiency plan/documentation. However, when a student has more than one area of identification (e.g., a student with an Individualized Education Program [IEP] who is also identified as limited English proficient), 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 for documenting testing accommodations:

1. Individualized Education Program (IEP)
2. Section 504 Plan
3. Limited English Proficiency (LEP) plan/documentation
4. Transitory impairment documentation

For example, for a student with an IEP who is also identified as limited English proficient, all testing accommodations must be documented in the student's IEP (including those related to the student's LEP 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: For students with an IEP also identified as LEP, the testing accommodations related to this student's LEP needs should also be maintained in his/her LEP 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.

**Changes in
Accommodations
Before Testing**

In order for a student identified as limited English proficient to be eligible to receive a testing accommodation, it must be documented in his/her LEP plan/documentation, and the accommodation must be used routinely during instruction and similar classroom assessments. Instructional accommodations can and should be used/changed as appropriate in order to meet the needs of the student; however, to allow sufficient time for the testing accommodations to be considered “routinely used,” there should not be additions/changes made to the testing accommodations in the LEP plan/documentation just before testing unless the student’s eligibility status has changed (e.g., the student exits LEP identification). This policy ensures students have experience using the accommodations during instruction and similar classroom assessments before testing.

If a student does not have at least 30 calendar days before the test date to use the accommodation, then the accommodation cannot be considered “routinely used” during instruction or similar classroom assessments. The use of testing accommodations that are not routinely used during instruction or similar classroom assessments is a misadministration and results in invalid test scores.

See Appendix A for a memo that addresses the routine use of accommodations in instruction and similar classroom assessments before being used on a statewide assessment.

**More Than One
Accommodation**

A student may have approval for more than one testing accommodation because of his or her individual needs.

**Notifying Students
about Testing
Accommodations**

Notifying students about the accommodations they will be provided before the actual test administration date allows the student to know what to expect in advance of testing. For example, if the student is to be provided the *Test Administrator Reads Test Aloud* accommodation during the administration of a mathematics test, the LEP team/committee may have agreed and documented that the test administrator is only to read aloud upon student request. On the other hand, the team/committee may have specified that the test administrator is to read all words aloud to the student. Knowing such details beforehand assists the student in preparing for the test administration.

Notifying the student ahead of time gives school personnel the opportunity to address any student concerns before the actual test administration date. For example, when the student is notified about the accommodation before the test date, the student may state that he or she will not use the accommodation that is documented on the LEP plan/documentation. This prior knowledge allows the school time to work with the student, parent/guardian, and the LEP team/committee to resolve the issue beforehand.

Note: Accommodations documented on the LEP plan/documentation must be provided during the test administration regardless of whether a student wants to use them or not.

**Discussing
Procedures to
Follow When a
Student Declines the
Use of a Testing
Accommodation**

Once the LEP team/committee determines which accommodation(s) the student will be provided during the test administration, the procedures to be followed in the event the student declines to use the accommodation(s) during the actual test administration must be discussed. This discussion must be documented in the current LEP plan/documentation. Every effort must be made to ensure LEP plan/documentation requirements are followed, including the use of accommodation(s) when documented in the current LEP plan/documentation.

Step 1. At the annual review of the LEP plan/documentation, the LEP team/committee determines and documents the testing accommodations for which a student demonstrates need. The team/committee must discuss the procedures to be followed in the event the student declines the use of the accommodation(s) during the actual test administration. Before the test administration date, the student will be notified of what accommodation(s) he or she will be provided during the actual test administration. Documentation of notification should be maintained at the school. The student will also be reminded of the accommodation(s) on the day of testing before the actual test administration. Steps 2–5 below may be unnecessary during the actual test administration if the student uses the documented accommodation(s).

Step 2. On the day of the test administration, it is the school’s responsibility to ensure all documented accommodations are provided to a student. If a student declines the use of an accommodation, the student’s decision is discussed thoroughly with the student to ensure he or she understands the reasons for the accommodation(s) and the potential consequences of not using them. This can be handled by the test administrator, principal, or principal’s designee. If the student agrees to use the accommodation(s), the testing session continues.

Step 3. If the student continues to decline the use of the accommodation(s), the test is administered without the accommodation(s). The incident must be reported immediately to the school test coordinator to allow any needed changes to the student’s testing time and location. Documentation is made on the state accommodations monitoring form (i.e., *Review of Accommodations Used During Testing*) indicating the student did not use the accommodation(s). The school test coordinator will notify the LEP contact and the LEA test coordinator at the conclusion of testing each day.

Step 4. Immediately upon completion of testing, on the same day, the parent/guardian is notified by telephone with a follow-up in writing that the accommodation was provided/attempted at the start of the test administration, but the student declined the use of the accommodation. Telephone and written follow-up are to be completed by the student’s LEP contact, who manages the LEP plan/documentation development.

Step 5. If the parent/guardian wishes to have the student retested, then this must be documented in writing with the parent’s/guardian’s signature. This documentation must be completed before the parent/guardian knows the test

results. A Report of Testing Irregularity must be completed in the Online Testing Irregularity Submission System (OTISS), and the student must be retested using another secure form of the test.

Step 6. The LEP team/committee reconvenes to readdress the recommendations for accommodation(s) and the student’s concerns. The LEP team/committee may elect to invite the student to attend the meeting. The *Review of Accommodations Used During Testing* forms completed during previous test administrations should be reviewed at this meeting to inform testing accommodations decisions. More information on these forms is available on page 53.

Invalid Test Results

Invalid test results must not be included in the student’s permanent record or be used for placement decisions. In addition, invalid test scores will not be used in the READY Accountability Model or Annual Measurable Objectives (AMO) determinations.

E. Testing Accommodations for Limited English Proficient Students: Descriptions and Procedures

Students identified as limited English proficient may require the use of more than one accommodation in order to obtain access to a given test. For any state-mandated test, the accommodation must (1) be documented in the student's appropriate limited English proficiency plan/documentation and (2) the documentation must reflect routine use during instruction and similar classroom assessments that measure the same construct.

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

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

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

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

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

1. Test administrator reads aloud in English an English language arts/reading test designed to measure reading comprehension;
2. A calculator is used on a calculator inactive portion of a mathematics test;
3. An English/native language dictionary is used that contains definitions, diagrams, written notes, formulas, or does not meet the approved specifications of the designated school official;
4. The test was administered before the school's scheduled testing date; and
5. The test directions were translated into the student's native language.

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

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

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

Eligibility for LEP Testing Accommodations on the General Assessment

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

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

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

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

Table 4 outlines the W-APT score eligibility criteria for state-approved testing accommodations for students identified as limited English proficient.

Table 4. W-APT Score Eligibility Criteria for State-Approved Testing Accommodations

| Subtest | 1 Entering | 2 Emerging | 3 Developing | 4 Expanding | 5 Bridging | 6 Reaching |
|---------|------------------------------------------------------------------------------------|---------------|-----------------|----------------|----------------------------------------------------------------------------------------------|---------------|
| Reading | Eligible to receive state-approved LEP testing accommodations for all state tests* | | | | Must participate in the general state test administration without LEP testing accommodations | |

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

General Information about Testing Accommodations

All school system personnel should be aware of the following:

1. All testing accommodations for LEP students must be supported with written documentation provided by the LEP team/committee that explains and justifies the need for the LEP testing accommodation(s) for the student.
2. All test administrators who provide accommodations must be trained before the test date in the (a) appropriate use of accommodations, (b) appropriate administrative procedures for accommodations, and (c) the *Testing Code of Ethics*, including test security and sanctions.
3. Test administrators may require special assistance from proctors when providing testing accommodations. Proctors are required during the administration of all state tests regardless of the number of students tested, except as directed in writing by the North Carolina Testing Program.
4. A student may have approval for the use of more than one testing accommodation in their LEP plan/documentation. Moreover, the accommodations may apply to different tests (e.g., English language arts/reading but not mathematics).
5. Every attempt should be made to relieve test anxiety. Students should be provided with the following information before the test date: (1) room location, (2) identity of the test administrator/proctor (if known), and (3) the testing accommodation(s) and appropriate procedures.
6. If appropriate, one form (i.e., same letter and number) of the test may be administered to a small group of students in the same grade or course at a school when the students have the *Test Administrator Reads Test Aloud* accommodation in one testing site. This option pertains only to paper-and-pencil tests, as the online test forms are selected randomly for each student.
7. The test administrator must follow local procedures for processing the test materials unless the testing accommodation is used in conjunction with another accommodation that requires special storage and processing.
8. Test security must be maintained at all times.

State-Approved LEP Testing Accommodations

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

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

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

Word-to-Word Bilingual (English/Native Language) Dictionary/ Electronic Translator

Due to their level of language proficiency, some limited English proficient students use a word-to-word English/native language dictionary or a word-to-word English/native language electronic translator during classroom instruction and tests. This accommodation is allowed for all North Carolina-developed tests. It is not approved for the state-mandated W-APT/ACCESS for ELLs English language proficiency tests.

Note: For the ACT, the use of a word-to-word bilingual (English/native language) dictionary/electronic translator is a State-Allowed only accommodation for limited English proficient students (LEP). State-Allowed accommodations result in ACT scores that are not college reportable.

Description

Word-to-word English/native language dictionaries or English/native language electronic translators may be used to assist the limited English proficient student in translating an unknown word. As with all accommodations for North Carolina tests, (1) the use must be documented in the current LEP plan/documentation and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

An English/native language dictionary or an English/native language electronic translator may be used during state-mandated testing, provided the following requirements have been met:

1. The dictionary or translator is a **word-to-word** or **word-to-phrase** English/native language dictionary or electronic translator that **does not** contain definitions. Word-to-phrase means that the English word may translate into a group of words in the student's native language.
2. The dictionary may not contain diagrams, written notes, formulas, etc.
3. The dictionary must be a published document, not a teacher-made or student-made dictionary.
4. The dictionary or electronic translator has been approved by designated personnel in the school system. This approval means that the dictionary or electronic translator meets all required specifications for use.
5. The dictionary or electronic translator must be provided to students during the time of state testing. **Designated personnel in the school system must check the dictionary or electronic translator before testing** to make sure that 1) the dictionary is a published document and does not contain student or teacher writing or pictures and 2) the electronic translator contains only word-to-word translations or word-to-word phrases and does not contain definitions in English or the student's native language.

Considerations and Instructions

The NCDPI does not compile a recommended list of dictionaries/electronic translators to be used for this testing accommodation.

It is recommended that students be able to read and write in their native language in order to have access to this accommodation.

This accommodation may be appropriate for students at any level of English reading proficiency, depending upon the student’s preparation for using the accommodation on a regular basis. That is, students must be taught how to use the dictionary to clarify the meaning of key words. This requires practice and teacher support.

This accommodation is typically appropriate for students who score at the following proficiency levels:

- 3.0 Developing
- 4.0 Expanding

This accommodation may be appropriate for some students with strong first-language literacy skills who score at the following proficiency levels:

- 1.0 Entering
- 2.0 Emerging

Caution: Because of the limited database, the electronic translator may give inappropriate language-to-language translations. Use of a dictionary or electronic translator that is not approved must be submitted as a testing irregularity and may result in a misadministration.

As the purpose of providing a word-to-word English/native language dictionary/electronic translator is to decrease the language barrier, it is inappropriate to provide a regular English dictionary because it includes definitions and may provide students with an advantage. In addition, an English dictionary does not provide translations. Use of a regular English dictionary during state-mandated testing results in a misadministration.

Multiple Testing Sessions

All North Carolina tests are aligned with the Common Core State Standards and the North Carolina Essential Standards and are designed so most students will have enough time to finish the tests. Due to their level of language proficiency, some limited English proficient students need to use much greater concentration for longer periods of time during testing. The *Multiple Testing Sessions* accommodation is allowed for all North Carolina-developed tests. It is not approved for the state-mandated W-APT/ACCESS for ELLs English language proficiency tests unless noted on a student with disabilities' Individualized Education Plan (IEP) or Section 504 documentation.

Note: Multiple testing sessions must begin on the same day as the general test administration but may continue beyond the school's schedule for the regular test administration if the LEP plan/documentation designates the sessions are to stretch across multiple days.

Description

The *Multiple Testing Sessions* accommodation allows the total test administration time to be divided into mini-sessions as determined by the individual needs of the student. As with all accommodations for North Carolina tests, (1) the use must be documented in the current LEP plan/documentation and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Considerations and Instructions

Scheduling. Multiple testing sessions must begin on the same day as the general test administration but may continue beyond the school's schedule for the regular test administration if the LEP plan/documentation designates that sessions are to stretch across multiple days.

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

End-of-Grade Tests. When scheduling multiple testing sessions for the end-of-grade tests, the school and/or LEA should consider scheduling the mathematics test first, followed by the English language arts/reading test. This is because most students who use the *Multiple Testing Sessions* accommodation over multiple days use it on tests that measure reading comprehension. A schedule such as this allows all students to take the mathematics test at the same time on the first day of testing. Those that have multiple testing sessions for English language arts/reading will begin the test on the same day as the general test administration; if they require additional days to finish the English language arts/reading test, this schedule will allow students to continue taking the English language arts/reading test on a consecutive day.

Specific Procedures during the Test Administration and the Role of LEP Team/Committee. There are several ways in which this accommodation may be provided. The LEP team/committee determines how this accommodation is to be provided and documents the specifics in

the LEP plan/documentation before the test administration. The decision is to be based on the individual needs of the student. For example, it may be appropriate for the student to:

1. begin the test on the same day as the general administration and complete the test on the consecutive school day.
2. begin the test on the same day as the general administration and complete the test on the makeup day.
3. test for a specified time period (e.g., 15 minutes), then take a break (e.g., five minutes), and then test again for a specified time period, etc.
4. complete a predetermined number of test items (e.g., 10 items), then take a break (e.g., three minutes), and then complete the next predetermined set of test items, etc.
5. use the *Testing in a Separate Room* accommodation so as not to disturb other students.

This accommodation is recommended for students who have difficulty concentrating for long periods of time due to their level of English language proficiency, who may be anxious about testing in English, or who rely heavily on the *Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator* accommodation.

This accommodation is typically appropriate for students who score at the following proficiency levels:

- 1.0 Entering
- 2.0 Emerging
- 3.0 Developing

This accommodation may be appropriate for some students who score at the following proficiency level:

- 4.0 Expanding

Information from the student's LEP plan/documentation regarding specific procedures for the provision of the *Multiple Testing Sessions* accommodation must be available for the test administrator on the day of testing.

Students with the *Multiple Testing Sessions* accommodation whose testing breaks differ from those designated in the assessment guide must also be provided the *Testing in a Separate Room (one-on-one or small group)* accommodation. Consideration should be taken to arrange only students with the same *Multiple Testing Sessions* into small groups for

those with the *Testing in a Separate Room* (small group) accommodation.

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

If the student requires additional time beyond that designated in the assessment guide, the LEP team/committee should consider the provision of the *Scheduled Extended Time* accommodation. If the student does not also require the *Scheduled Extended Time* accommodation, the student is expected to complete the test within the test administration time designated in the assessment guide. This total test administration time is divided into mini-sessions based on the decision and documentation of the LEP team/committee.

In cases in which students have an extended break in the same day, over lunch, or when continuing the test on a subsequent day, the test administrator must alert the students they have five minutes remaining before the break. For paper-and-pencil administrations, students must be told that the test administrator will paper clip test books so that students cannot go back to previously attempted questions. Pages that contain reading selections students will need cannot be paper clipped; therefore, students should complete the reading selection they are working on and the selection's questions before the extended break/lunch. For online administrations, the students' test materials must be secured (i.e., secure online test items must not be visible on the computer monitor). Before leaving for the extended break/lunch, the PAUSE button must be clicked to prevent the online test items from being visible on the computer monitor. Students will have access to previously completed online test items when they return from their extended break. Test administrators must monitor these students carefully to ensure they do not return to previous items.

If the student is taking short breaks and will not have the opportunity to communicate with peers during the breaks, the student may review and change responses in the portion of the test already completed.

For paper-and-pencil and online administrations, students must not be allowed to discuss specific test questions or information contained within the tests during an extended break/lunch. Test administrators must inform students of these policies before students leave the testing area. *All test materials must remain secure.*

North Carolina Online Tests. Students who will be provided the *Multiple Testing Sessions* accommodation during an online test administration must have this option enabled through the student interface questions (SIQ), which are to be completed in NC Education before the day of the test.

During all breaks, the PAUSE button must be clicked to prevent the online test items from being visible on the computer monitor. Each time the PAUSE button is clicked, the student has 60 minutes to continue the assessment. If the break is longer than 60 minutes or if the student has completed testing for the day, the test administrator must close the Web browser. The student's responses to test items will be saved. The test administrator must log back into NCTest and launch the test again to allow the student to continue working on the assessment.

Scheduled Extended Time

All North Carolina tests are aligned with the Common Core State Standards and the North Carolina Essential Standards and are designed so most students will have enough time to finish the tests. Due to their level of language proficiency, some limited English proficient students need much greater concentration for longer periods of time for testing. The *Scheduled Extended Time* accommodation is allowed for all North-Carolina developed tests. It is not approved for the state-mandated W-APT/ACCESS for ELLs English language proficiency tests unless noted on a student with disabilities' Individualized Education Plan (IEP) or Section 504 documentation. The use of testing accommodations should be consistent with those accommodations used during instruction and classroom tests.

Note: Students who are provided the *Scheduled Extended Time* accommodation may not begin the test administration sooner than the school's schedule for the regular test administration.

Description

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

Considerations and Instructions

Role of the LEP Team/Committee. *Scheduled Extended Time* may be an appropriate testing accommodation if the LEP team/committee determines that, due to the nature of a student's language needs, the student will need additional time to complete the test beyond the time designated in the assessment guide. The LEP team/committee determines how this accommodation will be provided and documents the specifics in the current LEP plan/documentation before the test administration.

Note: The assessment guides for the READY End-of-Grade and READY End-of-Course tests specify an estimated test administration time and a maximum testing time allowed. For students requiring the *Scheduled Extended Time* accommodation on these tests, the amount of additional time should be specified based on the maximum testing time allowed.

Scheduling. Students with the *Scheduled Extended Time* accommodation must be allowed as much time as they need to complete the test on the scheduled test day. An estimate of the maximum amount of extended time should be documented, to the extent possible, in the student's current LEP plan/documentation. This may be in terms of a multiple of the designated administration time (e.g., 1.5 times the designated administration time) or as a specified amount of time (e.g., 1 hour beyond the designated administration time). The LEP team/committee must review the local policy and document the final decision. Students being provided the *Scheduled Extended Time* accommodation without the additional accommodation of *Multiple Testing Sessions* should have the ability to complete the test in one day and thus are limited to one school day.

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

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

Procedures during Actual Test Administration. When reading the instructions for the regular test administration from the assessment guide, the test administrator shall omit information regarding time limits.

In cases in which students must leave the test area for lunch, the test administrator must alert the students 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 that students cannot go back to previously attempted questions. Pages that contain reading selections that students will need cannot be paper clipped; therefore, students should complete the reading selection they are working on and the selection's questions before the break/lunch. For online administrations, the students' test materials must be secured (i.e., secure online test items must not be visible on the computer monitor). Before leaving for lunch, the PAUSE button must be clicked to prevent the online test items from being visible on the computer monitor. 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.

For paper-and-pencil and online administrations, during all breaks and 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. *All test materials must remain secure.*

If the student is taking breaks as designated in the assessment guide and will not have the opportunity to communicate with peers during the breaks, the student may review and change responses in the portion of the test already completed.

This accommodation is typically appropriate for students who score at the following proficiency levels:

- 1.0 Entering
- 2.0 Emerging

- 3.0 Developing
- 4.0 Expanding

Student Reads Test Aloud to Self

Due to their level of language proficiency, some limited English proficient students need to read printed/computer-based tests and classroom materials aloud to themselves. This accommodation is allowed for all North Carolina-developed tests. It is not approved for the state-mandated W-APT/ACCESS for ELLs English language proficiency tests unless noted on a student with disabilities' Individualized Education Program (IEP) or Section 504 documentation. The use of testing accommodations should be consistent with those accommodations used during instruction and classroom tests.

Description

The *Student Reads Test Aloud to Self* accommodation permits the student to read the test aloud to him/herself during the test administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the student's current LEP plan/documentation and (2) the accommodation must be used routinely during classroom instruction and similar classroom assessments.

Considerations and Instructions

To ensure the validity of the test, students provided the *Student Reads Test Aloud to Self* accommodation must also be provided the *Testing in a Separate Room* accommodation (one-on-one). No other students are to be present in the room during the test administration.

A test administrator or proctor may not (1) correct the student as he/she reads aloud or (2) read all or any part of the test to the student unless the student also has the *Test Administrator Reads Test Aloud* accommodation. If the test administrator or proctor corrects or reads all or any part of a test that measures reading comprehension to the student, the test results are invalid. North Carolina tests that measure reading comprehension are listed below:

1. North Carolina READY End-of-Grade Assessments of English Language Arts/Reading (Grades 3–8) and
2. North Carolina READY End-of-Course Assessment of English II

This accommodation is recommended for students who are observed as needing this strategy due to their level of English proficiency.

This accommodation is typically appropriate for students who score at the following proficiency levels:

- 1.0 Entering
- 2.0 Emerging
- 3.0 Developing

Because students at Level 4.0 are not proficient readers, some may still rely on auditory input to comprehend what is being read. Therefore, this accommodation may be appropriate for some students who score at the

following proficiency level:

- 4.0 Expanding

Test Administrator Reads Test Aloud (in English)

Due to their level of language proficiency, some limited English proficient students need printed/computer-based tests and classroom materials read aloud to them in English. This accommodation is allowed for all North Carolina-developed tests. It is not approved for the state-mandated W-APT/ACCESS for ELLs English language proficiency tests unless noted on a student with disabilities' Individualized Education Program (IEP) or Section 504 documentation. The use of testing accommodations should be consistent with those accommodations used during instruction and classroom tests.

North Carolina English Language Arts/Reading Tests: If the *Test Administrator Reads Test Aloud* accommodation is provided during the administration of North Carolina tests that measure reading comprehension (e.g., selections/passages, sample questions, test questions, and/or answer choices are read aloud to the student), the test results are invalid. North Carolina tests that measure reading comprehension are listed below:

1. North Carolina READY End-of-Grade Assessments of English Language Arts/Reading (Grades 3–8) and
2. North Carolina READY End-of-Course Assessment of English II

Description

The *Test Administrator Reads Test Aloud* accommodation permits the test administrator to read aloud test directions and content to a student in English during the test administration (for state tests that do not measure reading comprehension). As with all accommodations for North Carolina tests, (1) the use must be documented in the current LEP plan/documentation, and (2) the accommodation must be routinely used during classroom instruction and similar classroom assessments.

Considerations and Instructions

Procedures During Actual Test Administration and the Role of LEP Team/Committee. Students identified as having limited English proficiency are to be as independent as possible. During instruction in the regular classroom, the administration of classroom assessments, and the administration of state tests (for state tests that do not measure reading comprehension), only those tests or parts of tests the student needs read aloud based on individual student needs are to be read aloud.

The LEP team/committee must specify the details as to how the student is to be provided the *Test Administrator Reads Test Aloud* accommodation during a state test administration (for state tests that do not measure reading comprehension). Some examples are:

1. A student who is to have every word (including words on maps, tables, graphs, charts, computer screen, etc.) read aloud during the test administration.
2. A student who is only to have words read aloud upon the student's request.

3. A student who does not require numbers in mathematics tests be read aloud.
4. A student who only requires this accommodation when there is greater content or unknown vocabulary words on a test but does not need the accommodation for tests with shorter sentences.

Note: This decision is not to be made by the test administrator or other school personnel. The LEP team/committee determines and documents this decision.

Information from the student’s LEP plan/documentation regarding specific procedures for the provision of the *Test Administrator Reads Test Aloud* accommodation must be available for the test administrator on the day of testing.

Note: **To ensure the validity of the test, students provided the *Test Administrator Reads Test Aloud* accommodation must also be provided the *Testing in a Separate Room* accommodation (small group or one-on-one).**

The test administrator must review the regular test administration procedures in the assessment guide before the test administration day and should omit general directions that are not applicable for this accommodation. Test administrators may read any sample questions aloud to the student. These sample questions must be read in English.

The test administrator may repeat the instructions and test questions (for state tests that do not measure reading comprehension) in English as many times as necessary for the student to understand and respond. At no time may the test administrator paraphrase or translate the test instructions or items as any occurrence of these practices will result in a misadministration.

For paper-and-pencil administrations, the test administrator must have a copy of the test in order to read the instructions and questions to the student. For online test administrations, the test administrator should read the instructions and questions to the student from the student’s computer screen. For North Carolina tests administered online, the use of an extra computer monitor set up as a duplicate of the student’s monitor is permitted if deemed necessary to facilitate the provision of the *Test Administrator Reads Test Aloud* accommodation.

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

- If reading the entire test aloud, the test administrator must read one test item and its corresponding answer choices, and then allow the student to choose an answer before moving on to the next item.
- The test administrator must read each test item and its answer choices in a consistent manner so as not to provide any hints of the correct answer.
- If asked to read a test item on request, the test administrator should say the item number before reading the item and its answer choices.

Frames. When necessary, introductory statements for selections, referred to as frames, are included in test books/online for *some* tests of reading comprehension. A frame is included to provide background information about the selection. An example of a necessary frame is one that cites a historical time period for the setting of a selection or additional relevant information not included in the selection. In the event the test administrator reads aloud frames to students during the administration of North Carolina tests that measure reading comprehension, the test results are invalid because the frames provide some information regarding the selection/passage.

North Carolina Mathematics Tests. The test administrator is to read aloud fractions, greater/less than signs, equal signs, exponents, etc., in the same manner they are read aloud when used routinely during classroom instruction and similar classroom assessments. The test administrator is not to read aloud information that would provide the student with the answer. For example, a test question asks: Which digit is in the hundreds place in the number 2,345? The test administrator would read the number aloud as “two—comma—three—four—five” instead of “two thousand three hundred forty-five.”

This accommodation is typically appropriate for students who test at the following proficiency levels:

- 1.0 Entering
- 2.0 Emerging
- 3.0 Developing

Because students at Level 4.0 are not proficient readers, some may still rely on auditory input to comprehend what is being read. Therefore, this accommodation may be appropriate for some students who score at the following proficiency level:

- 4.0 Expanding

Computer Reads Test Aloud—Student Controlled

Due to their level of language proficiency, some limited English proficient students need printed/computer-based tests and classroom materials read aloud to them in English. This accommodation is allowed for all North Carolina-developed tests. It is not approved for the state-mandated W-APT/ACCESS for ELLs English language proficiency tests unless noted on a student with disabilities' Individualized Education Program (IEP) or Section 504 documentation. The use of testing accommodations should be consistent with those accommodations used during instruction and classroom tests. The *Computer Reads Test Aloud—Student Controlled* accommodation is available only for North Carolina online tests.

North Carolina English Language Arts/Reading Tests: The *Computer Reads Test Aloud—Student Controlled* accommodation is not available for the North Carolina online assessments that measure reading comprehension, as this accommodation invalidates the results from those tests. North Carolina online tests that measure reading comprehension are listed below:

1. North Carolina READY End-of-Grade Assessments of English Language Arts/Reading (Grades 3–8) and
2. North Carolina READY End-of-Course Assessment of English II

Description

The *Computer Reads Test Aloud—Student Controlled* accommodation permits the student to control which portions of the online test are read aloud by clicking a button beside the desired block of text. As with all accommodations for North Carolina tests, (1) the use must be documented in the current LEP plan/documentation and (2) the accommodation must be routinely used during classroom instruction and similar classroom assessments.

Considerations and Instructions

The LEP team/committee determines if the student will need the online test read aloud and, if so, in what manner it will be read aloud. This decision must be documented in the student's LEP plan/documentation. **There are three methods by which a student may have an online test read aloud: (1) the traditional *Test Administrator Reads Test Aloud*, (2) the *Computer Reads Test Aloud—Student Controlled*, or (3) a combination of the two methods.** The student's LEP plan/documentation must specify by which method it will be read aloud.

Limitations: It is important to note that this option is limited in the functionality of what text on the screen can be read. Unlike screen-reading software, this option is not designed to read all parts of the computer screen. Audio files are only available for item stems and answer choices, most of which can be read aloud by the computer. Those that cannot be read aloud by the computer will have an audio button that, when pressed, indicates a read aloud is not available. There are no audio files within the test environment for graphics, graphs, or tables within a test item; drag-and-drop item answer choices; application content, menus, embedded tools

(e.g., Reset, Flag), error messages, warning/reminder messages; or section summaries. If a student requires any of these components to be read aloud, it may be appropriate for the student to receive a combination of both the *Test Administrator Reads Test Aloud* and *Computer Reads Test Aloud—Student Controlled* accommodations.


The audio files for the *Computer Reads Test Aloud—Student Controlled* accommodation are human vocalizations. A number of different human voices were used to record the audio files, and therefore the human voice and the volume level may differ from item to item within a single test form. If a student may be sensitive to either of these conditions, it may be appropriate for the student to instead receive the *Test Administrator Reads Test Aloud* accommodation.

Note: This decision is not to be made by the test administrator or other school personnel. The LEP team/committee determines and documents this decision.

Note: To ensure the validity of the test, students receiving the *Computer Reads Test Aloud—Student Controlled* accommodation must also receive the *Testing in a Separate Room* accommodation (one-on-one) unless using headphones.

Specific Procedures Before the Test Administration. Students whose LEP plans/documentation indicate they are to be provided the *Computer Reads Test Aloud—Student Controlled* accommodation alone or in conjunction with the *Test Administrator Reads Test Aloud* accommodation must have this option enabled through the student interface questions (SIQ), which are to be completed in NC Education before the day of the test.

Before the testing session begins, the test administrator must set the computer's volume to the appropriate level. The volume cannot be modified through the computer once the secure testing browser has been launched unless there is a volume control feature on the headphones themselves.

Specific Procedures during the Test Administration. To activate the read aloud option, the student must click a speaker button . Speaker buttons are located by every block of text for which there are audio files available. Each speaker button activates an audio file for that particular block of text. The files are streaming mp3 audio files that are delivered from the host server when the student clicks the speaker button. The audio files are human vocalizations and not computer-generated modulation.

Scheduling. This accommodation increases the stress on bandwidth and network connectivity at both the school and LEA level. Significant use of

this option may impact LEAs' and/or schools' network performance. Therefore, it is imperative that caution be used when considering this option and making final decisions on the number of students testing and when those students will test within the window. Additional information about this accommodation, including technical requirements, may be found at <http://center.ncsu.edu/nct>.

This accommodation is typically appropriate for students who test at the following proficiency levels:

- 1.0 Entering
- 2.0 Emerging
- 3.0 Developing

Because students at Level 4.0 are not proficient readers, some may still rely on auditory input to comprehend what is being read. Therefore, this accommodation may be appropriate for some students who score at the following proficiency level:

- 4.0 Expanding

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

Due to their level of language proficiency, some limited English proficient students need to use much greater concentration for longer periods of time for testing, or may need to access other state testing accommodations. This may require that they be tested in a separate setting. This accommodation may be used if the student typically requires a separate room/setting to complete classroom assignments and similar classroom assessments. This accommodation is allowed for all North Carolina-developed tests. It is not approved for the state-mandated W-APT/ACCESS for ELLs English language proficiency tests unless noted on a student with disabilities' Individualized Education Program (IEP) or Section 504 documentation. The use of testing accommodations should be consistent with those accommodations used during instruction and classroom tests.

Description

The *Testing in a Separate Room* accommodation allows a student to take a test in a separate room in a one-on-one or small group administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the current LEP plan/documentation and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Considerations and Instructions

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

The LEP team/committee must consider whether other accommodations the student will be provided during testing require the *Testing in a Separate Room* accommodation (e.g., *Test Administrator Reads Test Aloud*, *Multiple Testing Sessions* with more frequent breaks than designated in the assessment guide). If the other accommodations the student will be provided do require the *Testing in a Separate Room* accommodation, it too must be documented in the student's LEP plan/documentation.

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

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

This accommodation is typically appropriate for students who test at the following proficiency levels:

- 1.0 Entering
- 2.0 Emerging
- 3.0 Developing

This accommodation may be appropriate for some students who score at the following proficiency level:

- 4.0 Expanding

F. Monitoring Accommodations

Introduction

The U.S. Department of Education (USED) requires North Carolina to submit evidence of a system for monitoring the implementation and effectiveness of testing accommodations. This system must include the documentation of testing accommodations required, provided, and used. The purpose of this monitoring is to ensure required testing accommodations are provided during test administrations and to document the usage of these accommodations by a student during testing.

In October 2009, the USED approved North Carolina’s comprehensive plan for monitoring the use of testing accommodations in local school systems. The North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services is responsible for conducting all monitoring activities, with assistance and participation from the Divisions of Exceptional Children and K–12 Curriculum and Instruction, along with other staff from Academic Services and Instructional Support. North Carolina’s Plan for Monitoring State Testing Accommodations is available at the following URL:

<http://www.ncpublicschools.org/accountability/policies/accom>.

Review of Accommodations Used During Testing Form

In order to meet the accommodations monitoring requirements of the USED, the NCDPI developed the *Review of Accommodations Used During Testing* form, available in the Appendix and found online at <http://www.ncpublicschools.org/accountability/policies/accom>. This form must be completed for each student who requires testing accommodations. One form must be completed for each state test for which the student requires testing accommodations, including the regular test administration and any state field tests or item tryouts.

A portion of the *Review of Accommodations Used During Testing* form is completed before testing during the team/committee meeting in which a student’s testing accommodations are determined. At this meeting, the testing accommodations documented on the student’s LEP plan/documentation should be recorded on the form. During the actual test administration, the remainder of the form is completed to document the testing accommodations provided to the student and to record if and how the student used the accommodations. A copy of the *Review of Accommodations Used During Testing* form is to be filed with the student’s accommodations documentation for at least one year to assist the LEP team/committee during the next meeting in which accommodations decisions will be made.

**Tracking Required
Testing
Accommodations and
Planning for Test
Administrations**

In order to electronically track and monitor required testing accommodations, schools are required to enter testing accommodations data into an accommodations management system (i.e., PowerSchool, CECAS, or an LEA-approved third party application). The NCDPI will extract testing accommodations data from each system monthly, as well as on the first day of fall testing (FDF) and the first day of spring testing (FDS). Testing accommodations data must be current in all systems by 5:00 p.m. on the first working Monday of each month, FDF, and FDS for the data extraction. The Testing Accommodations Collection Schedule, which provides additional information on the purpose of each data extraction, is available to test coordinators through the Testing News Network (TNN) and can be found online at:
<http://www.ncpublicschools.org/accountability/policies/accom>.

The NCDPI will use the submitted data to monitor testing accommodations and provide feedback to LEAs throughout the school year. In addition, reports available from these systems may be useful to school and school system test coordinators for local monitoring and for planning and scheduling accommodated testing sessions.

Reports from the accommodations management systems can be used before testing to verify that the proper testing accommodations have been scheduled for each student. This verification will help ensure the accommodations provided during the test administration mirror what is documented in the student’s LEP plan/documentation. Once the testing accommodations have been verified, the school test coordinator can use this information to plan the small group administrations.

**Documentation of
Accommodations
Provided**

After completing testing, the test administrator is to record the accommodations provided to a student either on the student’s answer sheet (for paper-and-pencil tests) or in NC Education (for online tests).

Paper-and-Pencil Tests. After testing, the test administrator or principal’s designee is to complete the TO BE COMPLETED BY THE TEST ADMINISTRATOR OR PRINCIPAL’S DESIGNEE AFTER TESTING section of the answer sheet. If a student is provided a testing accommodation during the test administration, the appropriate bubble must be filled. If the test consists of more than one subject (e.g., end-of-grade tests of English language arts/reading and mathematics), there may be more than one bubble beside each accommodation. In the case of the end-of-grade tests, there are two bubbles, one with an “R” printed inside of it for English language arts/reading and one with an “M” printed inside of it for mathematics. The respondent must code the accommodation(s) provided for each test, as they may be different.

Online Tests. In NC Education, test administrators must complete the Accommodations Provided data screen following the online test administration for all students marked in the Student Interface Question (SIQ) as requiring accommodations (i.e., *Multiple Testing Sessions*, *Computer Reads Test Aloud—Student Controlled*, Other Required Accommodations). Test records for students marked as requiring an accommodation will not be submitted for scoring until the test administrator completes the Accommodations Provided screen for the student.

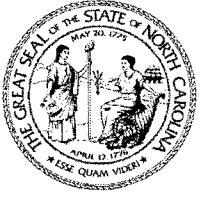
**Procedures to Follow
When Required
Testing
Accommodations
Have Not Been
Provided**

If a student is not provided a required testing accommodation during a test administration, the result is a misadministration. When a school does not provide a student with a required testing accommodation, (a) the parent/guardian must be notified immediately, (b) a Report of Testing Irregularity available through the Online Testing Irregularity Submission System (OTISS) is to be completed, (c) the superintendent/LEA test coordinator declares a misadministration, and either (d) the test scores are invalidated and the student is retested with another secure form of the test with the required accommodation or (e) the parent/guardian signs a statement waiving the right to have the student retested with the required accommodation, in which case the test results from the administration without the accommodation will be used for state and local accountability purposes and student placement decisions. This statement must be signed before the parent/guardian is informed of the test results.

**Procedures to Follow
When Testing
Accommodations Are
Provided That Are
Not Required**

If a student is provided a testing accommodation that is not required based on the student's current LEP plan/documentation, the result is a misadministration. When a student is provided with a testing accommodation that is not required, (a) the parent/guardian must be notified immediately, (b) a Report of Testing Irregularity available through the Online Testing Irregularity Submission System (OTISS) is to be completed, (c) the superintendent/LEA test coordinator declares a misadministration, and (d) the affected student is administered another secure form of the test without the provision of the accommodation.

Appendices



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

April 29, 2010

TO: LEA Testing Directors/Coordinators
LEA Exceptional Children Directors
LEA Section 504 Coordinators
LEA Limited English Proficiency Coordinators

FROM: Gary Williamson, Director of Accountability Operations *GW*
Division of Accountability Services

Cindy Bennett, Director *CB*
K-12 Curriculum, Instruction & Technology Division

Mary N. Watson, Director *MNW*
Exceptional Children Division

Elissa Brown, Director *EB*
Section 504, Academic Services and Instructional Support

SUBJECT: Testing Accommodations Must be Routinely Used in Instruction and Similar Classroom Assessments

This letter is being sent as a reminder of policies that ensure students have adequate time to routinely use approved accommodations in instruction and similar classroom assessments prior to the accommodations being used on a statewide assessment. Students eligible to receive testing accommodations include the following:

- Students with disabilities with a current Individualized Education Program (IEP),
- Students with a current Section 504 Plan,
- Students identified as limited English proficient (LEP) who score below Level 5.0 Bridging on the reading subtest of the W-APT/ACCESS for ELLs® (for all tests except grade 10 writing) and below Level 5.0 Bridging on the writing subtest of the W-APT/ACCESS for ELLs® (for grade 10 writing only), and
- Students with appropriate documentation identified with a transitory impairment.

In order for a student with disabilities and/or limited English proficiency to receive a testing accommodation, it must be documented in his/her IEP, Section 504 Plan, or LEP documentation and it should be used routinely during instruction and similar classroom assessments. Instructional accommodations can and should be used/changed as appropriate in order to meet the needs of students; however, to allow sufficient time for the testing accommodations to be routinely used there should not be additions/changes to the testing accommodations in the IEP, Section 504 Plan, LEP documentation, or transitory impairment documentation just prior to testing unless the student's

DIVISION OF ACCOUNTABILITY SERVICES

6314 Mail Service Center, Raleigh, North Carolina 27699-6314 | (919) 807-3769 | Fax (919) 807-3772

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

LEA Testing Directors/Coordinators
LEA Exceptional Children Directors
LEA Section 504 Coordinators
LEA Limited English Proficiency Coordinators
April 29, 2010
Page 2

eligibility status has changed (e.g., the student is newly identified as EC, the student is newly identified as having a transitory impairment). If a student is newly identified as having a disability and it is just prior to testing, any testing accommodations that are documented and implemented should have been used as interventions prior to identification. This is to ensure that students have experience using the accommodations during instruction and similar classroom assessments.

Continuing in the 2009-10 school year, if a student does not have at least 30 calendar days prior to the test date to use the accommodation then the use of the accommodation cannot be considered "routinely used" during instruction or similar classroom assessments. Please be reminded that the use of testing accommodations that are not routinely used during instruction or similar classroom assessments is a misadministration and results in invalid test scores.

GLW:CWB:MNW:EB:cp

- c: Regional Accountability Coordinators
- Exceptional Children Regional Consultants
- Rebecca Garland, Chief Academic Officer
- Angela Quick, Deputy Chief Academic Officer
- Lou Fabrizio, Director of Accountability Policy & Communications
- Laura Snyder, Assistant Director of Exceptional Children
- Ira Wolfe, Section Chief, EC Policy, Monitoring and Audit
- Tom Winton, Section Chief, EC Instructional Support & Related Services
- Helga Fasciano, Section Chief, K-12 Program Areas
- Sarah McManus, Section Chief, Testing Policy & Operations
- Tammy Howard, Section Chief, Test Development
- Carrie Perkis, Education/Testing Accountability Consultant

Review of Accommodations Used During Testing

| | |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Name | |
| PowerSchool ID | |
| Case Manager | |
| Choose one of the following plans (according to order of accommodations documentation): | <input type="checkbox"/> IEP <input type="checkbox"/> Section 504 Plan <input type="checkbox"/> LEP Plan <input type="checkbox"/> Transitory Impairment Documentation |
| Dates of Plan | Start Date: |
| | End Date: |
| Test | <input type="checkbox"/> EOC <input type="checkbox"/> EOG <input type="checkbox"/> BOG3 <input type="checkbox"/> CTE <input type="checkbox"/> NCEXTEND2 <input type="checkbox"/> ACCESS for ELLs |
| Subject/Subtest | |

Complete one form per test. Before testing, complete column 1. During/after testing, complete the remainder of the form. Completed forms should be kept in the student's IEP folder and/or Section 504/LEP/transitory impairment documentation to be accessible for future reference.

NOTE: While the list below includes all state-approved accommodations, some do not apply to students identified solely as LEP.

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 | |

| To Be Completed before Testing | | To Be Completed during/after Testing | |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Required Accommodations Documented on Student's IEP/Section 504 Plan/LEP Plan/Transitory Impairment Documentation | 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? |
| <input checked="" type="checkbox"/> | Example: Test Administrator Reads Test Aloud (In English) Specify: <input type="checkbox"/> Read by Student Request <input checked="" type="checkbox"/> Read Everything <input type="checkbox"/> Other | Yes | <i>Test administrator read the entire test aloud. Student followed along while the test administrator read aloud.</i> |
| <input type="checkbox"/> | Braille Edition | | |
| <input type="checkbox"/> | Large Print Edition | | |
| <input type="checkbox"/> | One Test Item Per Page Edition | | |
| <input type="checkbox"/> | Assistive Technology Devices Specify: | | |
| <input type="checkbox"/> | Braille Writer/Slate and Stylus (and Braille Paper) | | |
| <input type="checkbox"/> | Cranmer Abacus | | |
| <input type="checkbox"/> | Dictation to a Scribe | | |
| <input type="checkbox"/> | Interpreter/Transliterator Signs/Cues Test | | |
| <input type="checkbox"/> | Magnification Devices | | |
| <input type="checkbox"/> | Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (LEP only) | | |
| <input type="checkbox"/> | Student Marks Answers in Test Book | | |
| <input type="checkbox"/> | Student Reads Test Aloud to Self | | |
| <input type="checkbox"/> | Test Administrator Reads Test Aloud (In English) Specify: <input type="checkbox"/> Read by Student Request <input type="checkbox"/> Read Everything <input type="checkbox"/> Other | | |
| <input type="checkbox"/> | Computer Reads Test Aloud - Student Controlled | | |
| <input type="checkbox"/> | Multiple Testing Sessions Specify: | | |
| <input type="checkbox"/> | Scheduled Extended Time Amount: | | |
| <input type="checkbox"/> | Testing in a Separate Room Specify: | | |
| <input type="checkbox"/> | Special NCDPI-Approved Accommodation(s) Specify: | | |

Printed name of person completing this portion of form:

Printed name of person completing this portion of form:

Signature of person completing this portion of form:

Signature of person completing this portion of form:

Comments/considerations for next IEP/504/LEP/TI team meeting:

Appendix C

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* (16 NCAC 6D .0306), which is printed on the next three pages.

16 NCAC 6D .0306 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 an member of the State Board of Education, any employee of the State Board of Education, the State Superintendent of Public Instruction, any employee of the North Carolina Department of Public Instruction, any member of a local board of education, any employee of a local board of education, or any other person, except as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C.§1232g.
- (2) Educators shall release test scores to students, parents, legal guardians, teachers, and the media with interpretive materials as needed.
 - (3) Staff development relating to testing must enable school personnel to respond knowledgeably to questions related to testing, including the tests, scores, scoring procedures, and other interpretive materials.
 - (4) Items and associated materials on a secure test shall not be in the public domain. Only items that are within the public domain may be used for item analysis.
 - (5) Data analysis of test scores for decision-making purposes shall be based upon:
 - (A) disaggregation of data based upon student demographics and other collected variables;
 - (B) examination of grading practices in relation to test scores; and
 - (C) examination of growth trends and goal summary reports for state-mandated tests.
- (k) Unethical testing practices include, but are not limited to, the following practices:
- (1) encouraging students to be absent the day of testing;
 - (2) encouraging students not to do their best;
 - (3) using secure test items or modified secure test items for instruction;
 - (4) changing student responses at any time;
 - (5) interpreting, explaining, or paraphrasing the test directions or the test items;
 - (6) reclassifying students solely for the purpose of avoiding state testing;
 - (7) not testing all eligible students;
 - (8) failing to provide required accommodations during testing;
 - (9) modifying scoring programs including answer keys, equating files, and lookup tables;
 - (10) modifying student records solely for the purpose of raising test scores;
 - (11) using a single test score to make individual decisions; and
 - (12) misleading the public concerning the results and interpretations of test data.
- (l) In the event of a violation of this Rule, the State Board of Education may, in accordance with the contested case provisions of Chapter 150B of the General Statutes, impose any one or more of the following sanctions:
- (1) withhold any applicable monetary incentive awards;
 - (2) file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;
 - (3) seek criminal prosecution of the person or persons responsible for the violation; and
 - (4) in accordance with the provisions of 16 NCAC 6C .0312, suspend or revoke the professional license of the person or persons responsible for the violation.

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

Appendix D

North Carolina State Board of Education Policies Related to LEP Students

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

GCS-A-009

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

GCS-A-011

Title: Policy outlining the use of limited English proficient testing accommodations and eligibility for participation in the state-designated alternate assessment
<http://sbepolicy.dpi.state.nc.us/policies/GCS-A-011.asp?pri=01&cat=A&pol=011&acr=GCS>

GCS-A-012

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

GCS-K-000

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

