

Grade 3

Student Reading Portfolio

Implementation Guide



EDITION 2

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General Information

The Read to Achieve Law

[General Statute §115C-83.7\(a\)](#) states that the State Board of Education (SBE) “shall require that a student be retained in the third grade if the student fails to demonstrate reading proficiency appropriate for a third-grade student as demonstrated on a State-approved standardized test of reading comprehension administered to third-grade students.”

A third-grade student may be promoted to fourth grade if the student demonstrates reading proficiency through one of the following options:

- The student scores an achievement level 3 or higher on the Beginning-of-Grade 3 (BOG3) Reading Test.
- The student scores an achievement level 3 or higher on the first administration of the grade 3 End-of-Grade (EOG) Reading Test.
- The student scores an achievement level 3 or higher on the retest of the grade 3 EOG Reading Test.
- The student scores an achievement level 3 or higher on the Read to Achieve Test administered at the end of the third-grade year (i.e., after the first administration of the EOG reading test).
- The student passes the SBE-approved alternative assessment ([SBE policy KNEC-003](#)).
- The student successfully completes a Grade 3 Student Reading Portfolio.
- The student qualifies for a [good cause exemption](#).
- The student takes and passes either the Read to Achieve (RtA) Test, DIBELS 8 reading camp assessment, or the local alternative assessment approved by the SBE on a designated day at the end of reading camp.

Students who do not demonstrate proficiency through any of these means by the end of grade 3 may be placed in one of three class settings for the following school year: (1) retained in a third-grade class, (2) placed in a transitional third and fourth class combination, or (3) placed in a fourth-grade accelerated class with a retained reading label.

- Students in a transitional third and fourth class combination or a fourth-grade accelerated class can demonstrate proficiency and have the retained reading label removed by passing the RtA Test, passing the local alternative assessment approved by the SBE, or by showing evidence of a completed student reading portfolio by November 1. Students who are deemed proficient by any of these methods have the retained reading label removed and continue in the same class with fourth-grade standards.
- After the November 1 deadline, students with a retained reading label

can either complete a reading portfolio, pass the local alternative assessment, achieve a 725 Lexile on the DIBELS 8 assessment during a benchmark period, or pass the grade 4 EOG Reading Test by the end of the year to have the retained reading label removed.

In rare cases, students deemed medically fragile because of a significant medical emergency or condition, or both, may be unable to participate in the options used to satisfy requirements of the Read to Achieve law. If the Annual Testing Program grants a student a medical exception for the first administration of the grade 3 EOG Reading Test, it becomes the local school board's decision as to how the student will progress in accordance with the Read to Achieve law. All medical exceptions must be approved by the Annual Testing Program.

State Guidelines for the Grade 3 Student Reading Portfolio

The portfolio measures the [North Carolina Standard Course of Study \(NCSCOS\) Third-Grade Assessed Reading Standards](#). It consists of a series of passages, based on third-grade reading standards, with accompanying questions in a multiple-choice format. The purpose of the portfolio is to gather information on a student's reading proficiency over a period of time; therefore, the student completes passages at various times throughout the year rather than within a particular timeframe.

For the portfolio to be considered complete, it must contain evidence of proficiency in each of the eleven standards. For each standard, students must have three selections that, when combined, equal an average score of seventy percent or higher. A student's portfolio must include all passages attempted. [General Statute § 115C-83.3\(8\)](#) states that "a single piece of evidence may show mastery of up to two standards." The Grade 3 Student Reading Portfolio includes a limited number of selections that may be combined to show mastery of two standards. The titles of these selections are listed on the *Student Score Summary Sheets* found in the Grade 3 Student Reading Portfolio.

Grade 3 Student Reading Portfolio Schedule

During the school year, teachers administer portfolio passages to select students who have an appropriate developmental reading level for the understanding and application of grade-level standards.

After the conclusion of the school year, eligible students who participate in reading camps may continue working on incomplete portfolios. For students not attending reading camps, the opportunity to successfully complete a Grade 3 Student Reading Portfolio can occur during the fourth-grade year.

Preparation and Training

Teacher Preparation and Training

Per [16 N.C. Admin Code 06D .0307](#), Only current or retired professional educators as defined in [G.S. §115C-270.1.2](#) (an administrator, teacher, or student services personnel) or teachers who (1) are employed by local education agencies (LEAs); and (2) have training in the Annual Testing Program shall administer the portfolio. It is best practice to have the student's primary grade 3 reading teacher administer the portfolio passages and collect evidence for the student's reading portfolio. A [Teacher Signature Sheet](#) must be signed at the conclusion of portfolio training.

Security Breaches and Violations of the *Testing Code of Ethics*

Any security breaches or violations of the [Testing Code of Ethics](#) must be reported to the school test coordinator on the day of the occurrence. The school test coordinator must contact the school system test coordinator immediately with any allegation of a security breach or violation. The school test coordinator must then conduct a thorough investigation and complete the Report of Testing Irregularity provided through the Online Testing Irregularity Submission System (OTISS).

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

- allowing access to the secure portfolio passages or questions to school or district personnel who do not have a legitimate need;
- allowing students to review the secure portfolio passages or questions, or both, before the administration;
- failing to store secure portfolio materials in a secure, locked facility;
- failing to return the originally distributed number of portfolio materials to designated school personnel;
- discussing with others any of the secure portfolio passages or questions;
- writing about or posting secure portfolio passages or questions on the internet or on social media;
- removing secure portfolio materials from the school building;
- leaving the room unattended when students and secure portfolio materials are present;
- paraphrasing, omitting, revising, interpreting, or explaining directions or portfolio questions, including answer choices;
- reading or tampering with (e.g., altering, changing, modifying, or erasing) student responses to the portfolio questions; and
- reading aloud, signing, or cueing the passages or answer choices to students.

Misadministrations

Public school units (PSUs) must monitor the administration procedures of the Grade 3 Student Reading Portfolio passages. Per [16 NC Admin. Code 06D .0307\(e\)](#), "LEAs shall monitor test administration procedures. If a school employee discovers any violation of the rules in this Subchapter, he or she shall notify the principal, charter school director, or school test coordinator who shall notify the superintendent or the LEA test coordinator. If the superintendent or the LEA test coordinator determines that the violation affected the validity of the test for its intended purpose, he or she shall have the authority to order the affected students to be retested."

When a misadministration is declared, the affected student(s) must be administered a different passage. Only scores resulting from a valid test administration should be included in a student's reading portfolio record and used for placement decisions. All misadministrations must be documented and reported using the appropriate procedures outlined in the OTISS.

Administration Format

The reading portfolio passages are only available in paper format. The portfolio must be administered via paper and must not be uploaded to an online format for any reason.

Portfolio Procedures

Students to Consider for a Portfolio Opportunity

Per [G.S. § 115C-83.3. \(8\)](#), teachers must begin using the portfolio with students during the first half of the school year. Teachers may develop a portfolio for any student enrolled in third grade according to PowerSchool. However, schools should consider a portfolio opportunity for those students in third grade who are being taught the *NCSCOS* and are having difficulties in reading as determined by a comprehensive, balanced assessment system including formative, benchmark, and summative assessments; observations; historical data; and classroom performance. The portfolio passages should be introduced only when it is determined the student's developmental reading level is appropriate for understanding and applying each grade-level standard.

In-person Administrations

All aspects of the portfolio must be administered during in-person instruction. Instructional and assessment passages may not be administered remotely.

Accommodations

Some students are approved for accommodations as written in their Individualized Education Programs (IEPs), Section 504 Plans, English Learner (EL) Plans, or transitory impairment documentation.

The Grade 3 Student Reading Portfolio requires a student to demonstrate reading ability; therefore, reading aloud, signing, or cueing the passages or answer choices for the portfolio are prohibited because doing so invalidates the assessment results. In addition, a teacher may not assist the student with individual words, interpret meanings of words, or provide any additional assistance with reading the passage and completing the questions.

Portfolio Approved Accommodations

Accommodations	IEP or Section 504 Students	English Learner Students
<i>Assistive Technology</i>	Yes	No
<i>Braille Edition (UEB)</i>	Yes ¹	No
<i>Braille Writer/Braille Paper</i>	Yes	No
<i>Dictation to a Scribe</i>	Yes	No
<i>Electronic Braille Notetaker</i>	Yes	No
<i>Interpreter/Transliterators/Signs/Cues Test</i>	No ²	No ²
<i>Large Print Edition</i>	Yes	No
<i>Magnification Devices</i>	Yes	No
<i>Multiple Testing Sessions</i>	Yes	Yes
<i>One Test Item Per Page Edition</i>	Yes	No
<i>Scheduled Extended Time</i>	Yes	Yes
<i>Slate and Stylus/Braille Paper</i>	Yes	No
<i>Student Marks Answers in Test Book</i>	Yes	No
<i>Student Reads Test Aloud to Self</i>	Yes	Yes
<i>Test Read Aloud (in English)</i>	No ²	No ²
<i>Testing in a Separate Room</i>	Yes	Yes
<i>Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (EL only)</i>	No ³	Yes ³

¹ Delivery of braille portfolios can only be guaranteed if the orders are received by the Annual Testing Program at least forty school days before the date they are needed.

² Reading aloud or signing/cueing the passages and answer choices from the Grade 3 Student Reading Portfolio invalidates the results from the assessment because the portfolio measures reading comprehension.

³ Available only for EL students who have scored below 5.0 Bridging on the most recent administration of the reading domain of the WIDA Screener or ACCESS for ELLs test.

Materials

One portfolio kit is provided per school. The school test coordinator will provide guidance for material duplication, distribution, and collection of portfolio materials.

When not in use, all copies of passages, questions, *Student Score Summary Sheets*, and other portfolio materials must be kept in the school in a secure, locked facility that is not accessible to students. Portfolio materials must not leave the school building.

Instructional Passages

Teachers may use the instructional passages to model and teach whole- or small-group lessons.

Teachers not using the assessment passages may still have access to the instructional passages. Teachers and all other school and district personnel with access to the portfolio passages and contents must attend training on portfolio security and administration procedures in accordance with the Annual Testing Program. A [Teacher Signature Sheet](#) must be signed at the conclusion of portfolio training.

Guidelines for instructional passages include the following:

- Copies of instructional passages must not leave the school building.
- Scoring of instructional passages must occur at school.
- Instructional passages must not be completed as homework assignments.
- Parents may view the instructional passages only within the school setting. The teacher may share with parents the standards and the student's scores on the standards through customary communication (i.e., individual parent and teacher conferences at the school). Parents may not take pictures or make copies of the passages.
- All completed copies of the instructional passages and questions may be kept in the student's portfolio.
- The Annual Testing Program strongly recommends instructional passage scores not be used as a part of the student's grade for the class.
- Completed instructional passages must not be used as evidence of proficiency for any of the eleven standards.

Assessment Passages

Designated passages for assessment are available for each standard. Assessment passages cannot be used for instruction. The administration of these passages should match instruction on the standard and match the readiness of a student to attempt a passage. After a student attempts a passage, the teacher can review the passage and use the results to inform and guide instruction for the standard.

Guidelines for assessment passages include the following:

- To become familiar with the format and the standards assessed, teachers should have access to the portfolio before administering passages to students.
- Teachers have the discretion to choose
 - when to administer assessment passages based on each student's needs, and
 - which passage to administer to each student.
- Teachers may discuss with students the multiple-choice format, how to respond to questions, and answer questions about the directions.

- Instruction in the classroom should not stop for the administration of the portfolio passages. The passages are not standardized tests and should be given as independent reading assignments during center work time, morning work time, or at a time the teacher designates.
- Students should attempt only two passages per week. Students who exhaust all the passages in a standard may start over again in reading camp or in a transitional third and fourth class combination or fourth-grade accelerated class. They may not start over with passages in a standard within the same school year.
- Passages must be administered as a cold read, meaning that a student sees the passage for the first time and reads the passage and answers the questions independently.
- Passages and questions are untimed. If a student takes longer than thirty minutes to complete a passage, then the teacher should review classroom data to see if the student is developmentally ready to attempt the passage.
- Copies of assessment passages must not leave the school building.
- Scoring must occur at school.
- Passages must not be completed as homework assignments.
- Parents may view the assessment passages only within the school setting. The teacher may share with parents the standards and the student's scores on the standards through customary communication (i.e., individual parent and teacher conferences at the school). Parents may not take pictures or make copies of the passages.
- All completed copies of the assessment passages and questions may be kept in the student's portfolio. A copy of the individual *Student Score Summary Sheet* with scores for all passages attempted should be kept in the student's cumulative record.

Scoring

The answer keys for the reading passages are provided in the portfolio box. Teachers working directly with the portfolio are the only individuals who should have access to the answer keys. When answer keys are not in use, they must be stored in a secure, locked facility in the school. The student's primary reading teacher should score the portfolio passages.

To demonstrate mastery of each standard, a student is required to complete a minimum of three passages per standard with a combined score of seventy percent or higher. When the total of correct answers from three selections equals eleven or greater (i.e., at least eleven out of fifteen), the student has met the standard. Because there are several passages for each standard, a student who is not successful on one passage has other opportunities to show proficiency for a standard.

Student Score Summary Sheets must be completed for each student recommended for promotion based on the results of the Grade 3 Student Reading Portfolio. The responses for each student recommended for promotion should be scored by the primary reading teacher and the scores verified by another trained instructional staff member. The verification is conducted to confirm the accuracy of the primary scores for each passage. The verification process should occur when the student has completed the portfolio. The *Student Score Summary Sheets* and all attempted passages must be kept in each individual student's reading portfolio.

Recommending Students for Promotion

A [Promotion Recommendation Form](#) must be completed for each student recommended for promotion to fourth grade based on the student's portfolio evidence and results. For a student promoted to fourth grade, specifically by a good cause exemption, the recommendation must be

1. made by the student's primary reading teacher,
2. verified by a second teacher (instructional staff member), and
3. certified by the principal.

The student's primary reading teacher must document mastery of the grade 3 *NCSCOS* by indicating that the student has demonstrated overall proficiency on at least three passages for each of the eleven standards.

The principal receives and signs each individual *Promotion Recommendation Form*. After the principal signs the *Promotion Recommendation Form* verifying the student qualifies for a good cause exemption, the passages and answer sheets can be removed from the individual student portfolio folder and securely destroyed.

Evidence in the student's cumulative record verifying a completed portfolio must include

1. a copy of the individual *Promotion Recommendation Form*, and
2. a copy of the individual *Student Score Summary Sheets* for all passages attempted.

Incomplete Portfolios

If a student does not successfully complete a portfolio resulting in promotion during the third-grade school year, the incomplete portfolio contents can follow the student to reading camp, and to a transitional third and fourth class combination, or a fourth-grade accelerated class the following year. The PSU is responsible for transferring partially completed portfolios to the reading camp.

Portfolio Transfer Procedures

For any student who transfers to another school while in the process of completing a portfolio, the receiving school should receive the student's portfolio as soon as possible. The student's portfolio and data must remain secure during the transfer process.

If a student transfers to a different school, the school test coordinator should

1. audit the student's portfolio to ensure all necessary documents are included and assessment dates are entered on the *Student Score Summary Sheets*;
2. contact the new school, indicating the student's progress in the portfolio; and
3. include the portfolio with the student's cumulative record is transferred to the new school.

Appendixes

Appendix A: Good Cause Exemptions

[General Statute §115C-83.7\(b\)](#) states, “Students may be exempt from mandatory retention in third grade for good cause, but shall continue to be eligible to participate in reading camps and literacy instructional supports and services and reading literacy interventions appropriate for their age and reading level. Good cause exemptions shall be limited to the following:

1. Limited English Proficient students with less than two school years of instruction in an English as a Second Language program.
2. Students with disabilities, as defined in [G.S. §115C-106.3\(1\)](#), and whose individualized education program indicates (i) the use of the NCEXTEND1 alternate assessment, (ii) at least a two school year delay in educational performance, or (iii) receipt of intensive literacy interventions for at least two school years.
3. Students who demonstrate reading proficiency appropriate for third-grade students on the alternative assessment approved by the State Board of Education.
4. Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third grade students. Student reading portfolio and review processes used by local school administrative units shall be approved by the State Board of Education.
5. Students who have (i) received literacy interventions and (ii) previously been retained more than once in kindergarten, first, second, or third grades.”

Schools must determine all good cause exemptions no later than the end of the third-grade year. Students with retained reading labels cannot receive good cause exemptions during a transitional third and fourth class combination or fourth-grade accelerated class. However, students in a transitional third and fourth class combination or a fourth-grade accelerated class can demonstrate proficiency and have the retained reading label removed by either passing the Read to Achieve Test, achieving a 725 Lexile on the DIBELS 8 assessment during benchmark period, passing the local alternative assessment approved by the State Board of Education, or by showing evidence of a completed student reading portfolio by November 1.

After the November 1 deadline, the student with a retained reading label can either complete a reading portfolio, pass the local alternative assessment, achieve a 725 Lexile on the DIBELS 8 assessment during a benchmark period, or pass the Grade 4 End-of-Grade Reading Test by the end of the year and have the retained reading label removed.

In rare cases, students deemed medically fragile because of a significant medical emergency or condition and unable to participate in the options used to satisfy requirements of the Read to Achieve law may be granted a medical exception. If the Annual Testing Program grants a student a medical exception for the first administration of the EOG reading test, it becomes the local school board's decision as to how the student will progress in accordance with the Read to Achieve law.

Students placed in fourth grade who have transferred from a non-North Carolina public school are not held to the requirements of the Read to Achieve law and do not need to participate in the fall Read to Achieve Test.

Appendix B: North Carolina Standard Course of Study (NCSCOS) Third-Grade Assessed Reading Standards

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3: Describe characters in a story and explain how their actions contribute to the sequence of events.

RL.3.4: Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.

L.3.4: Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

L.3.5.a: Demonstrate understanding of nuances in word meanings: Distinguish the literal and nonliteral meanings of words and phrases in context.

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.8: Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.

Appendix C: Promotion Recommendation Form
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School Name: _____ School Number: _____ Date: _____

Student's Name: _____

PowerSchool Student Number: _____

All accommodations documented in the student's Individualized Education Program, Section 504 Plan, English Learner Plan, or transitory impairment documentation were provided, *if applicable*: Yes No

Demonstrated mastery of the Grade 3 North Carolina *Standard Course of Study* Reading Standards is documented on the *Student Score Summary Sheets* and is located in the student's cumulative folder (verification of thirty-three proficient passages—three passages for each of the eleven standards). Yes No

Primary Reading Teacher's Name

(Print first and last name)	(Signature)
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Recommended Student for Promotion: ___Yes ___No

Verification Staff Member's Name

(Print first and last name)	(Signature)
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Recommended Student for Promotion: ___Yes ___No

Principal's Name

(Print first and last name)	(Signature)
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Recommended Student for Promotion: ___Yes ___No

Appendix D: Teacher Signature Sheet

Ethical practices for providing students with the North Carolina Grade 3 Student Reading Portfolio include (1) ensuring all students in grade 3 who are having difficulties in reading are provided a portfolio opportunity; (2) informing students about the portfolio passages and why they are important; (3) informing students and parents how the passages and results will be used; (4) preparing the students by encouraging them to read the passages independently, respond to all passage items, and trying their best; and (5) sharing the results of the passages along with any available interpretation of the scores with students and parents within the allotted timelines. In addition, the importance of maintaining the security of the passages at all times must be stressed. Ethical practices ensure validity of the results.

Administering the passages should be conducted in a fair and ethical manner, which includes:

Security

- assuring adequate security of the portfolio materials before, during, and after the administration and during scoring
- assuring student confidentiality

Preparation

- attending training on appropriate administration practices and procedures
- providing students with an appropriate atmosphere for the administration

Administration

- following the local policy for the implementation of fair and ethical administrations
- assuring the portfolio passages are administered when the student's developmental reading level is appropriate for the understanding and application of grade-level standards

Scoring, Analysis, and Reporting

- interpreting assessment results to the appropriate audience
- providing adequate data analyses to guide curriculum implementation and improvement

School Name

Printed Teacher Name

Teacher Signature

Date

Appendix E: Testing Code of Ethics

Introduction to the *Testing Code of Ethics*

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 or 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.

In order to achieve those objectives, teachers and administrators must conduct testing 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 learning. Test scores should be used in conjunction with all other available information about a student to understand student progress and improve student learning. When administering tests, school administrators and teachers must comply with applicable statutes, rules and policies. In particular, administrators and teachers must comply with the *Testing Code of Ethics* (16 N.C. Admin. Code 6D .0311), which is printed on the following page.

16 NCAC 06D .0311 TESTING CODE OF ETHICS

(a) This Rule shall apply to all public school unit (PSU) employees or agents while they are administering the Annual Testing Program defined in Rule .0307(c) of this Section.

(b) The PSU 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 PSU shall require all testing coordinators, school test coordinators, test administrators and proctors to be trained as required in Rule .0308 of this Section.

(d) The PSU 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 any purpose other than test administration.

(2) No person shall copy, reproduce, or paraphrase the test materials without the express written consent of the test publisher.

(e) The principal shall store test materials in a locked facility to which only the principal has access. The principal shall not allow anyone access to the test materials except as necessary for administration.

(f) When PSU personnel discover loss of materials, failure to account for materials, or any evidence of unauthorized access to the materials, they shall report the discovery without delay to the principal, school test coordinator, school system (LEA) test coordinator, or charter school director.

(g) PSUs shall ensure that test coordinators:

(1) plan and implement training for school test coordinators, test administrators, and proctors;

(2) ensure each school test coordinator and test administrator is trained in accordance with Rule .0308 of this Section; and

(3) in conjunction with program administrators, ensure test accommodations to students entitled to testing accommodations as defined in 16 NCAC 06G .0315; are documented and provided.

(h) The principal or the principal's designee shall serve as school test coordinator.

(i) The principal shall ensure the school test coordinator maintains test security and accountability of test materials, including taking the following actions:

(1) before each test administration, the school test coordinator shall count and distribute test materials;

(2) after each test administration, the school test coordinator shall without delay collect, count, and return all test materials to the locked storage facility;

(3) establishes procedures to assure all students participating in the Annual Testing Program have an equal opportunity to demonstrate their knowledge on the test; and

(4) identifies and trains personnel, proctors, and backup personnel for test administrations.

(j) Teachers may help students improve test-taking skills by:

(1) helping students become familiar with test formats using curricular content;

(2) teaching students test-taking strategies and providing practice sessions;

- (3) helping students learn ways of preparing to take tests; and
 - (4) using resource materials such as test questions from test item banks and linking documents in instruction and test preparation.
- (k) With respect to test administration, PSUs shall:
- (1) assure each school establishes procedures to ensure all test administrators comply with test publisher guidelines;
 - (2) inform the local board of education of any breach of this code of ethics; and
 - (3) inform test coordinators and principals of their responsibilities.
- (l) The school test coordinator shall:
- (1) assure school personnel know the content of rules in this Section and local testing policies;
 - (2) implement the school system and local testing policies and procedures to assure all students participating in the Annual Testing Program have an equal opportunity to demonstrate their knowledge on the test;
 - (3) ensure proctors are trained; and
 - (4) ensure all violations of rules in this Section and local testing policies are reported to the school system (LEA) test coordinator.
- (m) Test administrators shall:
- (1) administer tests according to the directions in the assessment guide and any subsequent updates developed by the test publisher;
 - (2) administer tests to all students enrolled in a grade or course that requires a test in the Annual Testing Program;
 - (3) report all violations of rules in this Section and local testing policies to the school test coordinator; and
- (n) Proctors shall serve as additional monitors to help the test administrator assure that students have an equal opportunity to demonstrate their knowledge on the test.
- (o) 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 scoring 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.
- (p) Educators shall use test scores as one piece of information to be interpreted together with other scores and indicators when determining a student's grade. The PSU shall ensure that school personnel analyze and report test data within the limitations described in this Paragraph.
- (1) Educators shall maintain the confidentiality of individual students. PSU personnel shall not publicize test scores or any written material containing personally identifiable information from the student's educational records except

as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g and regulations adopted pursuant thereto.

- (2) 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.
- (q) Unethical testing practices include 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) classifying students for the purpose of avoiding State testing;
 - (7) not testing all students enrolled in a grade or course that requires a test in the Annual Testing Program;
 - (8) failing to provide required accommodations during testing to students entitled to testing accommodations as defined in 16 NCAC 06G .0315;
 - (9) modifying scoring programs including answer keys, equating files, and lookup tables;
 - (10) modifying student records for the purpose of raising test scores;
 - (11) using a single test score to place a student in a grade or a course; and
 - (12) providing inaccurate test results and interpretations to the public.
- (r) In the event of a violation of this Rule, the State Board of Education may impose any one or more of the following sanctions:
- (1) withhold any 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 06C .0312, suspend or revoke the professional license of the person or persons responsible for the violation.

*History Note: Authority G.S. 115C-12(9); 115C-174.11; 115C-174.12; 115C-218.85(a)(3);
Emergency Adoption Eff. August 20, 2019;
Eff. August 23, 2022.*

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