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David Stegall, Ed.D., Deputy Superintendent of Innovation
6307 Mail Service Center
Raleigh, NC 27699-6307
Telephone (919) 807-3970
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A. Introduction

Purpose of the North Carolina Test Coordinators’ Policies and Procedures Handbook

The purpose of the North Carolina Test Coordinators’ Policies and Procedures Handbook is to provide Local Education Agency (LEA) and charter school test coordinators with a reference for implementing proper test administrations for the North Carolina Testing Program.

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

Fundamental Testing Premises

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

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

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

- **Flexibility**: North Carolina-developed tests are curriculum-based tests designed to measure the objectives found in the state-adopted content standards. The tests are available in an online and a paper/pencil mode, and all students are allowed ample opportunity to complete the tests. Students with disabilities and students identified as English Learners (ELs) may also receive approved accommodations to complete certain assessments.

- **Security**: Test security must be maintained at all times. Test materials must be stored in a secure, locked storage facility when not in use. A properly trained test administrator must always be present during the test administration. The test administrator must conduct an unbiased administration of the test according to the policies, procedures, and directions in the assessment guide and any subsequent updates declared by the North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services/North Carolina Testing Program.
Awareness of proper testing procedures helps ensure the integrity of the testing program and helps provide accurate test data, and LEAs/charter schools will be able to use test data confidently as decisions are made for the improvement of student learning and achievement.

**The Test Development Process**

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

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

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

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

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

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

**Protocol for Communication**

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

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

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

**Technical Requirements for NCTest**
The technical requirements for NCTest, which is used to deliver the online assessments, are found at [http://center.ncsu.edu/nct/](http://center.ncsu.edu/nct/). Schools must review these technical requirements on days before an online assessment and must make any necessary adjustments before administering an online assessment.
Nonpublic Schools Testing Service
The Center for Urban Affairs and Community Services (CUACS) provides access to secure state test materials to nonpublic schools through the Nonpublic Schools Testing Service (NPSTS) program. This program is sanctioned by the NCDPI and is operated on a cost recovery basis. For more information on the NPSTS see https://center.ncsu.edu/ncaccount/course/view.php?id=27.

Released End-of-Course and End-of-Grade Test Forms
The NCDPI’s website for released EOC and EOG test forms is located at http://www.ncpublicschools.org/accountability/testing/releasedforms. The released forms in their online interactive format can be accessed through the NCTest Chrome App for Chromebooks, NCTest Secure Browser, NCTest iPad App, or via https://data.ncsu.edu/nctest/Destination.html.

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

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

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

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

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

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

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

Third-Party Service Providers and Personally Identifiable Information

Several LEAs/charter schools contract with third-party data-sharing vendors. In doing so, the third party can be designated a “school official” as defined by the Family Educational Rights and Privacy Act (FERPA). Whether a third-party provider, such as Google Apps for Education or Dropbox Business, is designated a school official as defined by FERPA, is at the discretion of the LEA/charter
school. The legal relationship with third-party service providers is by and between the LEA/charter school and the third-party service providers. The NCDPI does not endorse or prohibit the use of any third-party vendors. However, LEAs/charter schools are encouraged to consult with their legal counsel and leadership when determining what third party meets their specific requirements. Such requirements must include certification that the third-party vendor is FERPA compliant. The LEA/charter school is responsible for the security of students' personally identifiable information (PII).

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

**Handling and Transmitting Personally Identifiable Information**

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

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

For those LEAs and charter schools with full encryption capabilities, transported data and other electronic transporting devices containing NCDPI data should be encrypted. This requires the recipient of the data to have corresponding decryption capabilities.

To protect the confidentiality of individuals from those who are not authorized to have access to individual-level data, Personally Identifiable Information (PII) should be encrypted during transmission using one of the following methods, in order of preference:

- **Secure FTP Server** based on SFTP or FTPS protocols.
  - Preferred method and most widely acceptable standard for transmitting encrypted data.
- **Encrypted E-mail**
  - If secure FTP capabilities do not exist, encrypted e-mail can be used.
- **Password Protected E-mail**
  - If compatible encryption is not available to both parties, data should be password protected. The password should be given to the recipient through a different medium, such as a phone call, never in notes or documents accompanying the actual data file, or another e-mail. In addition, the password should not be transferred via voicemail.
When sending e-mail, either encrypted or password protected, please ensure that it contains the least amount of FERPA-protected information as possible. The subject line of an e-mail should not include FERPA-protected information; the body of an e-mail should not contain highly sensitive FERPA-protected information, such as a student’s Social Security Number or full name. FERPA-protected data should always be in an attached encrypted/password protected file, never in the body of an email.

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

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

LEAs and charter schools should not use private or personal accounts to store students’ PII. LEAs and charter schools who wish to use the G suite for Education (previously called Google Apps for Education) should consult with their legal team to ensure compliance with FERPA and state security guidelines.

Furthermore, it is recommended that the Data Leak Protection (DLP) feature of G Suite be used to protect data, even though FERPA compliance does not require DLP.

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

**Testing Code of Ethics**

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

A copy of the *Testing Code of Ethics* is included in all assessment guides for review and must be discussed during training sessions for test administrations. The sanctions for violations are also included in the *Testing Code of Ethics* and are applicable to the administration of all secure state-mandated tests.
Accounting for and Storing Test Test Materials
According to SBE policy TEST-001, LEAs and charter schools shall

- “account to the department for all tests received,
- provide a secure, locked storage facility for all tests received,
- prohibit the reproduction of any or all parts of the test, and
- prohibit their employees from disclosing the content of the tests or specific items contained in the tests to persons other than authorized employees of the LEA.”

Every LEA and charter school must have a clearly defined system of checkout and check-in of test materials to ensure at each level of distribution and collection (LEAs, school, and classroom) all secure materials are tracked and accounted for. LEA and charter school test coordinators must inventory test materials upon arrival from Technical Outreach for Public Schools (TOPS) and must immediately inform TOPS of any discrepancies in the shipment.

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

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

- when the materials are first received,
- before the distribution of materials to students,
- after the test administration, and
- when the materials are returned to the school test coordinator.

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

All testing materials must be returned to the school test coordinator according to directions specified in the assessment guide. Immediately after each test administration, the school test coordinator shall collect, count, and return all test materials to the secure, locked facility. Any discrepancies in the count must be reported immediately to the LEA test coordinator. Upon notification, the LEA test coordinator must report the discrepancies to the RAC and ensure all procedures in the Online Testing Irregularity Submission System (OTISS) are followed and the OTISS report is submitted within five (5) days of the occurrence.
The procedures established by the school for tracking and accounting for test materials must be provided upon request to the district test coordinator and/or the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Prohibited Items in the Testing Room**

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

- **Electronic devices.** Other than permitted calculators, students are not allowed to use or have in their possession cell phones or any other electronic recording, listening, scanning, or photographic devices at any time during testing, **including breaks**. **Any student found or observed with a cell phone/electronic device during testing time must be dismissed from testing and a misadministration declared for that student.**

  o If the test administrator believes a cell phone/electronic device was used during the test administration to store or exchange information or to make an image of the test, the device must be collected from the student and the school test coordinator contacted immediately.

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

  o Before testing begins, test administrators (and proctors) must turn off their personal cell phones/electronic devices and ensure these devices are neither used nor visible during testing, **including breaks**.

- **Personal belongings.** Personal belongings are not prohibited in the testing room. However, students’ personal belongings must be placed under their seats, and students must not be permitted to access them at any time during testing, **including breaks**.

  o Students who complete the test before the scheduled time is over must be provided the opportunity to read novels or other nontextbooks (e.g., magazines) while waiting for other students to finish the test. For paper/pencil administrations, test administrators must collect student answer sheets, test books, and all other ancillary materials (e.g., calculators, used papers) before students can take out their reading materials. For online assessments, test administrators must ensure students have clicked the End Test button to close the test and must collect all ancillary materials (e.g., calculators, used papers) before students can take out their reading materials.
• Testing aids. Textbooks, reference books, thesauruses, smartwatches, smartpens, wearable activity trackers, music, number lines, multiplication tables, notes, bookmarks, personal learning devices, or any unapproved testing aids are prohibited during the administration of any test in the North Carolina Testing Program.

• Food and/or drinks. Food and/or drinks in test sites are a local decision and should be addressed in the annual school testing plan.

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

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

Tammy Howard, Director  
Accountability Services Division  
NC Department of Public Instruction  
6307 Mail Service Center  
Raleigh, NC 27699-6307

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


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

**Viewing Secure State Tests/Obtaining Data for Research**

General Statute §115C-174.13 (a) states that “until the SBE designates that a test is released, any test developed, adopted, or provided by the SBE, as provided in this Article, is not a public record within the meaning of G.S. §132-1. The SBE may develop rules to allow inspection of a test prior to release but shall require that individuals inspecting the test meet the same standards for confidentiality required for employees of local boards of education in test administration. As used in this section, the term ‘test’ includes both the test and related test materials.”
Effective with the 2008–09 school year, the SBE directed the NCDPI to release to the school districts and the public one test form for each grade level and subject tested. Visit the NCDPI website at http://www.dpi.state.nc.us/accountability/testing/releasedforms for all released EOG and EOC forms and additional information.

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

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

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

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

Tammy Howard, Director
Accountability Services Division
NC Department of Public Instruction
6307 Mail Service Center
Raleigh, NC 27699-6307

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

For parents/guardians granted permission to view secure test materials, the review must occur at the NCDPI in Raleigh under secure conditions with NCDPI staff present throughout the viewing period. Parents/guardians may not view secure test materials at the district or school sites nor duplicate, scan, copy, photograph, or otherwise create a record of information contained within
them. The North Carolina Testing Code of Ethics may be referenced for information relative to test security requirements.

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

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

While parents/guardians may take notes about the information shared before viewing the secure test materials, no note-taking is permitted during the actual viewing. Also, before viewing secure test materials, each parent/guardian is required to read and sign a test security agreement form. One copy will be retained by the NCDPI; each parent/guardian may take a duplicate copy with him/her. If parents/guardians refuse to sign the test security agreement form, they may not view secure test materials at that time.

**Research Data Requests**

Private companies and higher education staff or students may request school data for research purposes. Test coordinators and other school officials must never release test data beyond what is publicly available on the NCDPI website. When contacted by researchers, refer them to the reports and data posted at these links:

- Reports & Statistics
- School Report Card
- Statistical Profile
- Research & Data
- NC DPI Assessment and Accountability Data
- Disaggregated Assessment Data

Information regarding the NCDPI research data request process is available at [http://www.ncpublicschools.org/data/management/research/](http://www.ncpublicschools.org/data/management/research/)

If more data is requested than is publicly available, the individual should contact the NC Education Research Data Center (NC ERDC) at [http://childandfamilypolicy.duke.edu/research/nc-education-data-center/](http://childandfamilypolicy.duke.edu/research/nc-education-data-center/) or KC Elander, NC DPI Education and Policy Consultant, [kc.elander@dpi.nc.gov](mailto:kc.elander@dpi.nc.gov).
Maintaining the Confidentiality and Security of Testing and Accountability Data

LEA/charter school test coordinators are responsible for handling confidential North Carolina Testing and Accountability Program data. Extreme caution and care must be taken to maintain the confidentiality and security of these data. Access and use of these data must comply with the FERPA (http://studentprivacy.ed.gov/) as well as all portions of North Carolina G.S. §115C that pertain to the use of educational data. Violations may result in the withdrawal of U.S. Department of Education funds and constitute misdemeanors under North Carolina law.

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

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

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

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

- **Free and Reduced Meal Data and Direct Certified Data for the Identification of Economically Disadvantaged Students (EDS)** The EDS data are property of the NCDPI and School Nutrition Services. Accountability Services has access to the data through a Memorandum of Understanding (MOU). Test coordinators are bound by the requirements of the MOU and FERPA to preserve the confidentiality of this data. Releasing this data to anyone in any manner that would allow the identification of the EDS status of an individual student would be a violation of federal law.

- **Answer Keys.** LEA/charter school test coordinators must not release answer keys or any information linking these keys to particular test forms. To do so would violate test security. Answer keys and related information are used for test development, scoring, and maintenance of the North Carolina Testing Program.
LEA/charter schools must not release secure data to the public. If persistent requests are made, the test coordinator may instruct the requestor to send a letter of request to the Director of Accountability Services at the following address:

Tammy Howard, Director  
Accountability Services Division  
NC Department of Public Instruction  
6307 Mail Service Center  
Raleigh, NC 27699-6307

Letters of request must include:
- the specific data requested,
- why the request is being made, and
- what will be done with the data.

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

**Security of WinScan Data Records**

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

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

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

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

**FERPA** (20 U.S.C. § 1232g; 34 CFR Part 99) protects the privacy of student education records. Under this law, parents have certain rights to inspect their children’s education records. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
• school officials with legitimate educational interest
• other schools to which a student is transferring
• specified officials for audit or evaluation purposes
• appropriate parties in connection with financial aid to a student
• organizations conducting certain studies for or on behalf of the school
• accrediting organizations
• to comply with a judicial order or lawfully issued subpoena
• appropriate officials in cases of health and safety emergencies
• state and local authorities, within a juvenile justice system, pursuant to specific state law
C. Roles and Responsibilities

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

Responsibilities of the NC Department of Public Instruction

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

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

Training of LEA/Charter School Test Coordinators

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

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

LEA Test Coordinator’s Responsibilities

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

- Annually sign a confidentiality and test security agreement that must be kept on file with the RAC. The required Confidentiality and Test Security Agreement for LEA test coordinators is included in Section W of this guide.
- Ensure an annual written testing plan for the school system is developed and disseminated to each school before the beginning of the school year. The overall testing plan must include, but is not limited to, rules for test administrator training, test security, proper testing environment, administering the secure tests, auditing test administrations, and preparing and returning secure test materials. An electronic copy of the testing plan must be submitted annually to the RAC. A sample LEA Annual Testing Plan is included in Section W of this guide and can be edited to suit the needs of the district.
- At the beginning of each school year, provide information to teachers, students, and parents or guardians advising them of the districtwide and state-mandated tests that students will be required to take during the school year (including field tests and special studies), the dates the tests will be administered, and how the results from the tests will be used. Also, the information provided to parents must include whether the SBE or local board of education requires the test(s) (SBE policy TEST-001).
- Develop local policies and procedures to ensure maximum test security in accordance with the policies and procedures developed by the test publisher.
- Provide information about test security and inform staff of sanctions, penalties, or other possible consequences for test security violations.
- Designate the personnel who are authorized to have access to test materials. “Access” to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items (SBE policy TEST-010).
- Assist the principal at each school in understanding his/her duties and responsibilities relative to the state testing program and the implementation of state tests.
- Ensure that all school principals read and sign annually the North Carolina Testing Code of Ethics and a test security agreement. The original signed copies must be kept on file with the LEA test coordinator. The required Principal’s Accountability and Test Security Form is included in Section W of this guide.
- Ensure that student placement decisions are not solely based on test scores (SBE policy SCOS-016).
- Ensure the school test coordinator and the test administrators at each school are school district or school personnel who have professional training in education and the North Carolina Testing Program (SBE policy TEST-010).
- Ensure that all school test coordinators read and sign annually the North Carolina Testing Code of Ethics and a school test coordinator test security agreement. The original signed copies must be kept on file with the district test coordinator. The required School Test Coordinator’s Confidentiality and Test Security Agreement is included in Section W of this guide.
- Make available to school test coordinators the test security agreement form for test administrators participating in training for the administration of North Carolina state-mandated assessments. The required Test Administrator’s Test Accountability and Security Form is included in Section W of this guide.
• Ensure all test administrators sign the Test Security Agreement at every test administration training session and the signed forms are kept on file at the school.
• Oversee the planning and implementation of training for school test coordinators, test administrators, and proctors.
  o **Note:** It is a local decision to have proctors serve as additional monitors that help the test administrator assure testing occurs fairly. For additional information on proctors see Section C, subsection *Proctor’s Responsibilities* of this handbook.
• Maintain accurate attendance records for all training sessions and keep these records on file at the testing office.
• Ensure each school establishes procedures to ensure all test administrators comply with the test publisher’s guidelines.
• Ensure all appropriate staff receive training in procedures for providing approved accommodations for state-mandated tests to students with disabilities and students identified as ELs.
• Ensure each school has a secure, locked facility in which test materials will be stored and clearly understands test material handling and storage procedures. Access to the storage area must be limited to one or two authorized school personnel when secure materials are being stored. Unauthorized personnel (e.g., cleaning staff) must not have access to the storage area where secure materials are stored.
• Monitor to ensure the system and school-by-school plans for administering tests under secure conditions are implemented appropriately.
• Prohibit LEA/school employees from disclosing the general content of the tests or specific items contained in the tests to persons other than authorized employees of the district.
• Ensure all eligible students are tested.
• Maintain accurate records of student membership and assist in identifying students who are eligible to take the test in order to secure the appropriate quantity of materials.
• Order enough copies of test materials.
• Account to the NCDPI for all test materials received, and house all test materials in a secure, locked facility.
• Develop a system of checkout and check-in of test materials to ensure at each level of distribution and collection (district, school, classroom) all secure materials are tracked, returned, and accounted for.
• Ensure each school test coordinator develops and documents in writing a schoolwide testing plan for administering tests under secure conditions.
• Ensure each school test coordinator receives and stores test books, assessment guides, and other testing materials in a secure manner.
• Ensure each school test coordinator has a system of checkout and check-in of test materials to ensure all materials are returned and accounted for.
• Prohibit the reproduction of any or all parts of the tests. No person may copy, reproduce, or paraphrase in any manner or for any reason the test materials without the express written consent of the test publisher.
• In conjunction with program administrators, ensure the need for test accommodations is documented and the accommodations are limited to specific needs.
• In conjunction with program administrators, monitor to ensure all documented accommodations are provided to students and to what extent the accommodations are used by the students during the test administrations.
• Ensure the security of test materials and the integrity of the North Carolina Testing Program are maintained at all times.
• Investigate all reports of testing irregularities and/or violations of ethical testing practices and immediately report them to the superintendent and local school board of education.
• Make a determination about the seriousness of reports of test security breaches, loss of test materials, failure to account for test materials, unauthorized reproduction or retention of test materials, or any other deviation from required security procedures.
• Declare a test misadministration when appropriate, using the appropriate procedures and documentation, and ensure students are administered a different, secure form of the test, if available. All misadministrations must be reported to the local board of education and the RAC, using the appropriate documentation and notification procedures.
• Use and follow all procedures in the Online Testing Irregularity Submission System (OTISS) to document and report all testing irregularities within five (5) days of the occurrence.

Charter School Test Coordinator’s Responsibilities

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

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

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

Test coordinators shall perform or oversee the following procedures:
• Annually sign the North Carolina Testing Code of Ethics and a confidentiality and test security agreement that must be kept on file with the RAC. The required Confidentiality and
Test Security Agreement for LEA and charter school test coordinators is included in Section W of this guide.

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

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

- Establish any needed school policies and procedures to assure maximum test security in accordance with the policies and procedures developed by the test publisher.

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

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

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

- Ensure that the school principal/director reads and signs annually the North Carolina Testing Code of Ethics and the test security agreement. The original signed copies must be kept on file with the school test coordinator. The required Principal’s/Director’s Test Accountability and Security Form is included in Section W of this guide.

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

- Ensure all test administrators attend training for the state-mandated tests and sign the required Test Security Agreement at the end of every training session. The Test Security Agreements must be kept on file with the school test coordinator and should be available during the assessment monitoring process. The required Test Administrator Test Security Agreement is included in Section W of this guide.

- Oversee the planning and implementation of training for test administrators and proctors.
  - It is a local decision to have proctors serve as additional monitors that help the test administrator assure testing occurs fairly. For additional information on proctors see section C, subsection Proctor’s Responsibilities section of the handbook.

- Ensure all appropriate staff receive training in procedures for providing approved accommodations for state-mandated tests to students with disabilities and students identified as ELs.
• Maintain accurate attendance records for all training sessions and keep these records on file at the school.
• If the school’s testing occurs at the same time at one or more nonadjacent sites, ensure a trained test coordinator is assigned to each of these separate sites.
• Ensure all eligible students are tested.
• Maintain accurate records of student membership and assist in identifying students who are eligible to take the test in order to secure the appropriate quantity of materials.
• Ensure the school has a secure, locked facility in which test materials will be stored and staff clearly understand test material handling and storage procedures. Access to the storage area must be limited to one or two authorized school personnel when secure materials are being stored. Unauthorized personnel (e.g., cleaning staff) must not have access to the storage area where secure materials are stored.
• Order enough copies of test materials.
• Account to the NCDPI for all test materials received. Count and record the number of secure test materials, including supplemental materials, when the materials are first received. Report immediately to TOPS any discrepancies in the count.
• Develop a system of checkout and check-in of test materials to ensure all secure materials are tracked, returned, and accounted for at each level of distribution and collection.
  o Distribute test materials immediately before the test administration (SBE policy TEST-010) unless otherwise authorized by the NCDPI.
  o Accurately count and verify with each test administrator before the test administration the number of secure test materials, including supplemental materials, received.
  o Immediately after each test administration accurately count and verify with each test administrator the number of secure test materials, including supplemental materials that are returned to the secure, locked storage facility.
  o Verify with TOPS that the number of secure materials returned by the school matches the count taken when the materials were first received by the school.
• Prohibit the reproduction of any or all parts of the tests. No person may copy, reproduce, or paraphrase in any manner or for any reason the test materials without the express written consent of the test publisher.
• Monitor to ensure plans for administering tests under secure conditions are implemented appropriately.
• Ensure the security of test materials and the integrity of the North Carolina Testing Program are maintained at all times.
• Prohibit school employees from disclosing the general content of the tests or specific items contained in the tests to persons other than authorized employees of the school.
• In conjunction with program administrators, ensure the need for test accommodations is documented and the accommodations are limited to specific needs.
• In conjunction with program administrators, monitor to ensure all documented accommodations are provided to students and to what extent the accommodations are used by the students during the test administrations.
• Select test administrators who are school personnel who have professional training in education (preferably a North Carolina educator’s license) and the state testing program (SBE policy TEST-010).
  o To avoid the appearance of a conflict of interest and to protect test administrators from allegations of impropriety, a test administrator should not be assigned to administer a test in a room where his or her relative or ward is tested.
    ▪ Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the test administrator’s guardianship.

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

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

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

• Encourage a positive atmosphere for the test administrations.

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

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

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

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

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

• Notify the school director and RAC for consensus before deciding whether to declare a misadministration.

**LEA/Charter School Test Coordinator’s Responsibilities for Ordering Test Materials**

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

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

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

Regarding the ordering of test materials, LEA/charter school test coordinators shall perform the following:

- Provide accurate contact information on TNN so testing shipments are delivered to the correct address and TOPS and NCDPI staff can contact the appropriate testing personnel as necessary.
- Prepare estimates of quantities of materials necessary for each test that is part of the North Carolina Testing Program. Estimates should be based on student membership and previous materials usage.
- Carefully read instructions on the ordering pages before placing orders.
- Provide accurate test participation dates in the ordering system based on the testing calendar. These participation dates help with statewide planning and ensure receipt of materials in a timely manner. **Note:** Ordering pages will not appear until the participation dates are entered.
- Order enough test materials in a timely manner and take into account any special instructions found on the ordering pages.
- Attend RAC trainings each month to obtain critical information about upcoming tests, such as testing windows, student eligibility, etc.
- Check TNN daily for notices regarding test materials.
- Ensure copies of any errata sheets posted on TNN are provided to test administrators as appropriate.
- Maintain a testing operations calendar to ensure necessary materials arrive in enough time to prepare for testing in an organized and secure manner.
- Ensure accommodation forms (Braille, Large Print, One Test Item Per Page, and Large Print One Test Item Per Page) are ordered at least thirty (30) school days (forty [40] school days for Braille) before the actual test administration date (or as soon as the ordering system becomes available, if fewer than thirty [30] days before testing).
- Establish a contingency plan so that materials can be received without incident or breach of security on days when the test coordinator may be out of the office and unavailable to receive shipments. **Test security must be maintained at all times.**
- Ensure each school has a secure, locked facility in which test materials will be stored and the school clearly understands test material handling and storage procedures. Access to the storage area must be limited to one or two authorized school personnel when secure
materials are being stored. Unauthorized personnel (e.g., cleaning staff) must not have access to the storage area where secure materials are stored.

- Inventory test materials upon arrival and inform TOPS immediately via fax (919-515-4622) of any discrepancies in the shipment.
- Report nonreceipt of any materials to the respective RAC at the earliest possible time. The test coordinator must ensure that nonarrival of materials does not disrupt the testing schedule.
  - The Testing Program and TOPS strive to deliver most test materials to LEA/charter schools two weeks before the beginning of testing, except for the assessment guides and answer sheets for the EOC and EOG assessments, which are generally delivered three weeks before the beginning of testing.
- Account to the NCDPI for all test materials received.
- Keep a current copy of the LEA/Charter School Requirements for Destroying, Storing, and Returning Test Materials supplement and follow its instructions regarding the return of materials, the secure destruction of test materials, and the secure storage of materials. (See Section G for the LEA/Charter School Requirements for Destroying, Storing, and Returning Test Materials supplements.)

School Test Coordinator’s Responsibilities

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

- Adhere to the LEA testing plan and test administration schedules established by the NCDPI and the school system test coordinator.
- Develop and document in writing a schoolwide plan for administering tests under secure conditions. For each testing session, the plan must include documentation of the accommodations and the nature of the accommodations each eligible student will receive.
- Cooperate with district or state officials in the event of an audit or monitoring visit so as to ensure the testing plans are implemented appropriately.
- Attend training sessions sponsored by the school system test coordinator on the policies and procedures for conducting a proper test administration and for reviewing and processing test materials.
- Read and sign annually the North Carolina Testing Code of Ethics and a school test coordinator test security agreement. The original signed copies must be kept on file with the LEA/principal/director. The School Test Coordinator’s Confidentiality and Test Security Agreement is included in Section W of this guide.
• Count and record the number of secure test materials, including supplemental materials, when the materials are first received from the LEA test coordinator. Report immediately to the LEA test coordinator any discrepancies in the count.
• Store test materials in a secure, locked facility. Access to the storage area must be limited to one or two authorized school personnel while secure materials are being stored. Unauthorized personnel (e.g., cleaning staff) must not have access to the facility where secure materials are stored.
• Allow test materials to be distributed immediately before the test administration (SBE policy TEST-010) unless otherwise authorized by the NCDPI.
• Accurately count and verify with each test administrator before the test administration the number of secure test materials, including supplemental materials, received. Immediately report any discrepancies in the count to the LEA test coordinator.
• Immediately after each test administration accurately count and verify with each test administrator the number of secure test materials, including supplemental materials that are returned to the secure, locked storage facility. Immediately report any discrepancies in the count to the LEA test coordinator.
• Return all test materials to the LEA test coordinator, as directed, immediately following the completion of the test administration.
  o Count and verify with the LEA test coordinator that the number of secure test materials, including supplemental materials returned by the school, matches the count taken when the materials were first received.
• Select test administrators who are either school system or school personnel who have professional training in education (preferably a North Carolina educator’s license) and the state testing program (SBE policy TEST-010).
  o To avoid the appearance of a conflict of interest and to protect test administrators from allegations of impropriety, a test administrator should not be assigned to administer a test in a room where his or her relative or ward is tested.
    ▪ Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the test administrator’s guardianship.
• Train all school personnel on the appropriate use of test materials; test security; the North Carolina Testing Code of Ethics; the Testing Students with Disabilities publication and published supplements (as appropriate); and the Guidelines for Testing Students Identified as English Learners document and published supplements (as appropriate).
• Ensure all test administrators attend training for the state-mandated tests and sign a test security agreement at the end of every training session. The test security agreements must be kept on file with the school test coordinator and should be available during the assessment monitoring process. The required Test Administrator Test Accountability and Security Forms is included in Section W of this guide and may be edited to suit the needs of the school.
• Emphasize to all school personnel that no person may copy, reproduce, or paraphrase the test materials in any manner or for any reason without the written permission of the NCDPI.
• Inform personnel that any person who learns of any breach of security, loss of test materials, failure to account for test materials, or any other deviation from required
security procedures must immediately report that information to the principal/school test coordinator and the school system test coordinator.

- Implement the school system’s testing policies and procedures and initiate any additional school policies and procedures to ensure all eligible students are tested.
- Encourage a positive atmosphere for the test administrations.
- Maintain the confidentiality of individual student scores when reporting test results to the public and the media.
- Prohibit the reclassification of students or the assignment of a grade of “F” or “I” for the sole purpose of not having the students participate in a state assessment. (Within the first ten [10] days of a block schedule or within the first twenty [20] days of a traditional schedule, students may drop a course that has an EOC test according to SBE policy TEST-003.)
- Ensure that student placement decisions are not solely based on test scores (SBE policy SCOS-016).
- Use and follow all procedures in the OTISS to document and report all testing irregularities.

Duties of School Counselors
Per G.S. § 115C-316.1(a) and SBE policy TEST-002, counselors shall spend at least eighty percent (80%) of their work time providing direct services to students. Direct services do not include the coordination of standardized testing. During the remainder of their work time, counselors shall spend adequate time on school counseling program support activities that consist of professional development; consultation, collaboration, and training; and program management and operations. School counseling program support activities do not include the coordination of standardized testing. However, school counselors may assist other staff with the coordination of standardized testing. The district determines how school counselors will assist with testing (e.g., being trained as a test administrator or proctor). Note: This policy does not apply to charter schools.

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

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

- holds a valid North Carolina educator’s license;
- passes a criminal history check, as defined in G.S.§115C-332(a)(1), that is performed at the school;
- is trained on test administration in accordance with the North Carolina Testing Program; and
- signs a test security agreement and understands the sanctions for testing violations. The signed test security agreement must be kept on file at the school.
Retired teachers, if employed by the school district as substitute teachers or members of the staff in any capacity, may administer North Carolina tests.

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

- Prepare for and attend a test administrator training session(s) conducted by the school system or school test coordinator before each test administration (training provided solely by electronic medium is discouraged at this time).
- Attend training on the *Testing Students with Disabilities* and the *Guidelines for Testing Students Identified as English Learners* documents and published supplemental documents when accommodations will be provided to students and follow the appropriate procedures for the use of accommodations during test administrations for students with disabilities and students identified as ELs.
- Read and sign a test security agreement (provided by the school test coordinator) at the end of every test administration training session. All signed test security agreements must be kept on file with the school test coordinator and should be available during the assessment monitoring process. The required *Test Administrator Test Accountability and Security Form* is included in Section W of this guide.
- Read and study thoroughly the assessment guide before the actual test administration. Review the student directions (script) and be prepared for the variations required by the testing conditions.
- Read and study thoroughly the codified North Carolina *Testing Code of Ethics* before the test administration.
- If administering tests online, complete the Online Assessment Tutorial for the associated assessment(s) and ensure every student participating in the online assessment(s) has completed the appropriate tutorial at least one time at the school before test day.
- Prepare the physical conditions for the testing room, including rooms to which students may be relocated.
  - Cover or remove bulletin boards and/or instructional displays that contain content being measured or test-taking strategies.
  - Cover or remove all reference materials on testing rooms’ walls, students’ desks, or workstations that might be a source of direct answers.
- Maintain test security at all times during the handling of test materials.
- Ensure each student tested has access to the appropriate test materials as specified in the assessment guide.
- Follow procedures for the distribution and collection of any supplemental materials as specified in the assessment guide.
- Count and record the number of secure test materials, including supplemental materials, before and after the test administration. Notify the school test coordinator/principal immediately of any discrepancies in the count.
- Ensure students’ personal belongings are placed under their seats and not accessed during testing.
• Ensure all cell phones (i.e., cell phones belonging to students, test administrators, and proctors) are turned off, and they, or any other electronic devices, are not accessed at any time during the test administration, including during the break(s). Personal cell phones/electronic devices must not be used during the test administration, including breaks.

• For online administrations, never share user names or passwords. User accounts are confidential.

• Before beginning an online administration, confirm the student’s name and the appropriate test’s name are correctly identified on the student’s computer or tablet screen.

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

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

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

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

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

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

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

• Remain in the room throughout the entire test administration unless there is an emergency (e.g., illness, necessary restroom break). If an emergency arises and the test administrator must leave the room, the school test coordinator must be notified.

• Prohibit visitors from entering the classroom during the test administration, except when required for state or local monitoring of test administrations or under extreme circumstances (i.e., emergency situations).

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

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

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

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

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

For LEAs/charter schools that opt to assign proctors for state assessments, the following best practices may be considered.

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

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

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

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

Limitations to Providing Instruction to Students on the Day of Testing
During the school year, teachers shall provide instruction that meets or exceeds the state-adopted content standards to give students an opportunity to learn the objectives measured by the tests.

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

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

- “helping students become familiar with test formats using curricular content;
- teaching students test-taking strategies and providing practice sessions;
- helping students learn ways of preparing to take tests; and
- using resource materials such as test questions from test item banks and linking documents in instruction and test preparation.”

Teachers should explain to students that the test administrator (and proctor, if utilized) will move quietly and frequently throughout the room to scan the students’ work areas to ensure students are following the test directions. While monitoring, test administrators (and proctors, if utilized) are not to read test questions from students’ test booklets or from computer monitors used for online assessments nor are they to take photographs of, or notes about the test items, or otherwise create a record of information contained within them. Test administrators (and proctors, if utilized) must
be made aware of what they can and cannot do to assist students (see Monitoring Students during Test Administrations).

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

According to SBE policy TEST-001 (g), “LEAs and charter schools shall, at the beginning of each school year, provide information to students and parents or guardians advising them of the districtwide and state-mandated tests that students will be required to take during that school year. In addition, LEAs shall advise students and parents or guardians of the dates the tests will be administered and how the results from the tests will be used. Also, information provided to parents shall include whether the SBE or the local board of education requires the test(s).”

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

- are scheduled to take a test or tests surveying their knowledge and mastery of skills as specified in the state-adopted content standards;
- should attempt each question/prompt on the test;
- should bring two sharpened No. 2 pencils with erasers;
- should not bring extra scratch paper, dictionaries, reference books, textbooks, cameras, thumb drives, smartpens, smartwatches, music, thesauruses, cell phones, or other electronic devices (see Prohibited Items in the Testing Room);
- should bring a novel or other nontextbook, such as a magazine, to read after he or she completes the test administration; and
- will be informed of any local and state policies regarding the use of test results.

For paper/pencil multiple-choice tests, students should be taught to check for misalignment during instructional test-preparation sessions conducted on days before the actual test administration. Students should be taught to check every tenth number to see if the question to which they are responding in the test book corresponds with the number of the bubble on the answer sheet. Additionally, schools should ensure every student participating in a paper/pencil mathematics assessment that contains gridded response items has completed the gridded response practice activity before test day. For additional information on the mathematics gridded response practice, see the following section, Required Gridded Response Practice Activity.

**Required Gridded Response Practice Activity**

Some test questions on the paper/pencil EOG mathematics assessments at grades 5–8 and the EOC NC Math 1 and NC Math 3 assessments are gridded response questions. These questions require students to write and fill in a numerical answer on their answer sheet rather than to select an answer from several choices.
Schools must ensure every student participating in the paper/pencil EOG grades 5–8 mathematics and the EOC NC Math 1 and NC Math 3 assessments completes the grade-appropriate Gridded Response Practice Activity at least one time at the school before test day.

Guidelines for answering gridded response questions include the following:

1. Students must first write their answer in the empty boxes on the top row of the grid. Students must write only one digit or symbol in each box. Spaces are permitted before or after the answer, but spaces are not permitted within the answer. The student must darken the corresponding circle below each box. The answer will be scored based on the darkened circles.

2. Students must not use symbols such as commas or dollar signs. For example, 5,600 should be answered as 5600; $25.99 should be answered as 25.99. Students must use only the symbols that are provided in the circles.

3. If an answer is a mixed number, it must be changed and entered as an improper fraction or a decimal. For example, the mixed number four and one-half could be entered as 9/2 (an improper fraction) or as 4.5 (a decimal). An improper fraction, such as 3/2, may be entered as 3, then /, then 2; or it may be entered as 1, then a decimal point, then 5.

4. Entries equal to the correct answer are acceptable. For example, if the answer to a question is 2/4, it can be entered as 2/4, ½, 0.5, 00.5, or .5000 as well other equivalent numbers.

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

**Online Assessment Tutorial**

Online Assessment Tutorials are available for all North Carolina-developed online tests through the NCTest Chrome App for Chromebooks, NCTest Secure Browser, or NCTest iPad App with required security measures. Schools must ensure every student participating in online assessments has completed the appropriate Online Assessment Tutorial for the associated assessment(s) at least one time per year at the school before test day. Students should not complete the tutorial on the day of the test administration. For additional information on the assessment tutorial, see Section H, subsection *Online Assessment Tutorial* of this handbook.

**Suspended Students**

**Short-Term Suspension.** According to [G.S. §115C-390.5](http://www.ncpublicschools.org/accountability/testing/eog/math/), “the principal shall have authority to impose short-term suspension on a student who willfully engages in conduct that violates a provision of the Code of Student Conduct authorizing short-term suspension. A student subject to short-term suspension shall be provided the following:

- the opportunity to take textbooks home for the duration of the suspension;
- upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with the assignment;
- the opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.”
Students with short-term suspensions are thus required to take the appropriate state-mandated test(s). The school must make arrangements to test these suspended students in a location (e.g., central office) that is mutually agreeable to parents/guardians. The school test coordinator must ensure test security is maintained and all procedures contained in the assessment guide are followed throughout the test administration(s).

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

The LEA/charter school decides if it will provide students with long-term suspensions the opportunity to take the appropriate state-mandated test(s). If the opportunity is provided, the school must make arrangements to test these suspended students in a location (e.g., central office) that is mutually agreeable to parents/guardians, and the school test coordinator must ensure test security is maintained and all procedures contained in the assessment guide are followed throughout the test administration(s). The test results will be official and are included in accountability and reporting. If the student is not tested they will count against school participation rates.

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

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

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

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

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

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

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

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

Testing Environment
The Testing Code of Ethics states “the principal must ensure the school test coordinator encourages a positive atmosphere for testing.” Test administrators must prepare appropriate physical conditions for all testing rooms, including those to which students may be relocated. All rooms designated for test administrations must be quiet, orderly, and comfortable with adequate seating, lighting, and heating/cooling. Each student must have enough space in which to work. Seating must be arranged to discourage students from sharing responses.
Many teachers are transforming their classrooms in an effort to make their learning spaces more student-centered by implementing adaptive seating. Adaptive seating may include, but is not limited to, round tables, standing desks, stability/yoga balls, working on the floor with a clipboard, sitting on a couch, or sitting on a floor mat at a table. Students must be positioned in a suitable manner for testing so that no other student is able to see another student’s test documents. For the administration of all tests within the North Carolina Testing Program, all rooms with flexible seating that have been designated for testing (including those to which students may be relocated), must be approved by the RAC before they can be used on test day.

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

- A study carrel/privacy shield may be appropriate for a student with the Testing in a Separate Room accommodation in a one-on-one or small group setting. Use must be documented in the current IEP, Section 504 Plan, or EL documentation.
- A classroom may use study carrels/privacy shields if students’ assigned seats are multistudent desks (i.e., desks that seat two or more students).

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

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

During all administrations of North Carolina tests, displaying information regarding content being measured or test-taking strategies in any manner or form in the room, whether printed or attached to student desks, may result in a misadministration. These displays must be covered or removed. Examples include, but are not limited to, “Tips for Taking Tests” displays, word lists, thinking maps, word walls, definitions, writing formulas, multiplication tables, number lines, and mathematical formulas/theorems. Failure to cover or remove these displays during a test administration is considered a violation of the Testing Code of Ethics. Test administrators must contact the school system test coordinator before the test administration if they have questions related to the testing environment.
Monitoring Students during Test Administrations

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

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

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

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

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

Test administrators cannot indicate answers to students. Some examples include but are not limited to:

- telling students to “look at the question again” or offering similar advice;
- making a facial expression, hand gesture, voice inflection, or utterance (e.g., coughing, clearing throat) to indicate approval or disapproval of the student’s response; and
- standing beside the desk, reading a question, looking at the student’s response, and then pointing to the correct answer or pointing to the question as if to indicate “read the question again because you have marked the wrong answer.”

Test administrators cannot help students by:

- explaining the directions in their own words;
- explaining the meaning of any word in the directions, test questions, or answer choices;
- rephrasing test questions;
- translating a word or phrase into another language; or
- providing synonyms for unknown words.
Each student must complete his or her own work without assistance in order for the scores to reflect the student’s ability. These rules allow all students in every classroom across the state to get the same directions and hear the same words as they are printed in the assessment guide.

**Test Forms**

**Paper/pencil Test Forms**

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

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

**Online Test Forms**

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

*Small Group Testing Accommodations*: NCTest will generate one form of the test for all students having the *Test Read Aloud (in English)* accommodation selected in their Student Interface Questions (SIQ). When entered into the accommodations data management system, *Test Read Aloud (in English)* will automatically turn on the option for the computer to read the test aloud in the student’s SIQ. If this is an option that is not needed for a student, this functionality can be turned off in the SIQ during the verification process. For more information on providing the *Test Read Aloud (in English)* accommodation for online administrations, see the *Testing Students with Disabilities* publication.

**Test Materials**

The assessment guide must be provided to test administrators on days before the test administration. The test administrator must read and study the guide thoroughly before attending the training session, so the school test coordinator can answer any questions the test administrator may have. All other test materials must be distributed to test administrators immediately before each test administration and returned to the principal or school test coordinator at the end of each test administration. Test administrators are responsible for all materials in their care. Every effort must be made to minimize public access to secure state tests before and after each test administration.
The test administrator is not to give students additional materials during the test administration (except for additional scratch paper, graph paper, or pencils as specified in the assessment guide, if applicable) without the prior written consent of the NCDPI Division of Accountability Services/North Carolina Testing Program through the school system test coordinator. Reference books, textbooks, thesauruses, bookmarks, multiplication tables, number lines, music, MP3 players, cameras, cell phones, personal learning devices, personal computers, smarpens, smartwatches, or any other electronic devices are prohibited during the administration of any test in the North Carolina Testing Program (see *Prohibited Items in the Testing Room*).

**Example Math Grids and Constructed Response Boxes**

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

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

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

- [EOG Math Grade 5](#)
- [EOG Math 6–8 and NC Math 1 and NC Math 3 EOC](#)
- [EOC English II](#)
- [NCFE English III](#)
- [CCRAA at Grade 11](#)

Note: If approved supplemental materials (i.e., example math grids or constructed response sheets) will be provided during test administrations, the test administrator is to distribute them immediately before beginning the testing session (i.e., before starting to read aloud the test
directions). All supplemental materials must be returned to the school test coordinator and accounted for after each testing session.

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

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

**Note:** An online embedded calculator is available for students to use on all online tests that require calculator use. The online embedded calculator will meet the minimum calculator requirement for the specific assessment. Students will have the options to use the online embedded calculator, the hand-held calculator, or both. Beginning with the 2019–20 school year, a hand-held calculator is not required for online test administrations when the online calculator has been used routinely in instruction.

**Restrictions:** Students are not allowed to share calculators during test administrations, nor are they allowed to use calculators with the following functionalities:
- Calculators with wireless communication technologies (e.g., Bluetooth, Infrared, or Wi-Fi)
- Calculators with built-in computer algebraic systems (CAS) capable of doing symbolic algebra (e.g., factoring, expanding, or simplifying given variable output) or symbolic calculus
- Pocket organizers
- Handheld, tablet, or laptop/notebook computers, unless specifically approved
- Calculators built into cell phones or other electronic communication devices (Note: Cell phones/electronic devices are not permitted during state test administrations.)
• Calculators in pen input/stylus-driven devices (e.g., palm-based devices, tablets, laptops/notebooks, and computers)
• Calculators requiring access to an electrical outlet (except for students needing special accommodations)
• Calculators that make noises of any kind that cannot be disabled (except for students needing special accommodations)
• Calculators that use a QWERTY (typewriter-style) keyboard
• Calculators that use paper tape

The following list includes calculators not permitted for use on North Carolina tests. The list is not all-inclusive. If the LEA/charter school test coordinator believes calculator brands other than those listed below may need to be restricted, then the RAC must be contacted for confirmation before excluding them.
• Texas Instruments: All model numbers that begin with TI-89 or TI-92, Voyage 200, Nspire CAS (TI-Nspire CX CAS and TI-Nspire CAS with touchpad)
• Hewlett-Packard: HP 48GII and all models that begin with HP 40G, HP 49G, or HP 50G
• Casio: Algebra fx 2.0, ClassPad 300, and all models that begin with CFX-9970G
• Virtual calculators, downloaded calculators, calculator apps
• Calculators accessible by desktop, laptop, or other devices (e.g., iPad and Chromebook)

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

Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal’s designee must clear the calculator memory and all applications (including preloaded) from all calculators that will be used during each administration of the test. Only the test administrator or principal’s designee is allowed to carry out this procedure.

Procedures for clearing the calculator memory (including standard memory, ROM, and Flash ROM) that are appropriate for the specific calculator model(s) must be used. The test administrator or principal’s designee should use caution when clearing calculators because different calculators require different procedures. In some cases, the calculator’s memory and applications are cleared or disabled and in others they are deleted (permanently removed).

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

Comprehensive clearing procedures for calculators most frequently used in the state are available in Section W of this handbook. In addition, major calculator vendors have support teams who assist test administrators in clearing calculators. Vendor contact information can be obtained through the school system test coordinator.
Note: As curricula and technology change, the policy concerning calculator requirements on North Carolina assessments will be reevaluated.

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

<table>
<thead>
<tr>
<th>Test</th>
<th>Minimum (At Least) Calculator Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>End-of-Grade Tests Mathematics Grades 3–5</td>
<td>Four-function calculator with memory key</td>
</tr>
<tr>
<td>End-of-Grade Tests Mathematics Grades 6, 7, and 8</td>
<td>Any four-function calculator with a square root function, ( y^x ), ( \pi ) (pi), and algebraic logic</td>
</tr>
<tr>
<td>NCEXTEND1 Mathematics Grades 6–8 NC Math 1 Grade 10</td>
<td>Four-function calculator with memory key</td>
</tr>
<tr>
<td>NCEXTEND1 Mathematics Grade 11</td>
<td>Four-function calculator with memory key</td>
</tr>
<tr>
<td>End-of-Course NC Math 1 and NC Math 3</td>
<td>Graphing calculator</td>
</tr>
<tr>
<td>College and Career Readiness Alternate Grade 10</td>
<td>Four-function calculator with memory key</td>
</tr>
<tr>
<td>College and Career Readiness Alternate Grade 11</td>
<td>Four-function calculator with memory key</td>
</tr>
<tr>
<td>NC Final Exams: Math 2, Advanced Functions and Modeling, Discrete Mathematics, and Precalculus</td>
<td>Graphing calculator</td>
</tr>
<tr>
<td>NC Final Exams: Physical Science, Chemistry, and Physics</td>
<td>Scientific calculator</td>
</tr>
</tbody>
</table>
Precoded Answer Sheets
The student information (i.e., school name, teacher’s name, student’s last name and first name, and PowerSchool Student Number) on SIDE 1 of the answer sheets must be precoded before testing by the RAC, TOPS, the LEA test coordinator, the school test coordinator, or the principal’s designee. Students must not code the student information on SIDE 1 of their answer sheets.

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

Student Identification Numbers
In order to identify student records for testing and accountability, a unique student identification number is required on student answer sheets. The PowerSchool Student Number must be used on the student answer sheet.

Unexpected School Closings, Inclement Weather, or Student Dismissals and Testing Requirements
Unexpected school closures and student dismissals are determined locally.

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

1. The LEA/charter school must notify the RAC of the school closing, impending weather condition, or student dismissal.
2. State tests must be rescheduled to begin no later than the second day the school is back in session.
3. The LEA/charter school must submit all scores to the NCDPI by the data submission deadline unless an exception is requested and granted (see number 4 below).
4. The LEA/charter school may request an extension for submitting scores if it has evidence that shows the unexpected school closing, inclement weather, or dismissal affected its ability to meet the NCDPI data submission deadline. Requests must be submitted via receipted mail by the LEA superintendent or principal/director to

Tammy Howard, Director
Accountability Services Division
NC Department of Public Instruction
6307 Mail Service Center
Raleigh, NC 27699-6307
The request must include the following information:

a. name of the LEA and/or charter school
b. LEA/charter school code
c. an explanation why the unexpected school closing, inclement weather, or student dismissal affects the ability to submit scores by the NCDPI data submission deadline
d. earliest date when all scores can be submitted to the NCDPI

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

**Testing Window**

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

**Request to Test a Student Outside the Testing Window**

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

1. Exceptions to accommodate a student’s IEP or Section 504 Plan:
   - A request will not be granted for testing outside the window for state-required tests unless this is addressed in the IEP or Section 504 Plan. This does not mean that the LEA/charter school is to set the testing window in the IEP or 504 Plan, but rather that the IEP team or Section 504 committee needs to address in the IEP/504 Plan that the student requires the test to stretch across multiple days that exceed the state-designated testing window (i.e., testing will exceed five [5] days for semester or ten [10] days for yearlong courses). The multiple testing sessions must be determined by the individual needs of the student.
   - A written letter of request from the parent is not necessary if the IEP or Section 504 Plan is current and documents that the student needs multiple testing sessions over multiple days that will exceed the state’s designated five (5) days for semester or ten (10) days for yearlong testing windows.

2. Exceptions for the administration of final exams for courses with national or international curricula required to be held at designated times:
   - The school must send a written letter of request to the LEA test coordinator (the RAC for select schools) for review.

3. Exceptions in *rare* cases in which special circumstances (e.g., family emergency, family relocation) may exist and preclude an individual student from being tested during a state
testing window, including makeup dates (i.e., permitted to test before or after the testing window).

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

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

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

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

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

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

The LEA/school test coordinator will specify how makeup tests will be handled at the school and will schedule the dates and times for completing makeup tests in each school.
E. State Monitoring

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

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

1. During each accountability year, the RACs will conduct a minimum of three (3) visits to local education agencies (LEAs)/schools within their region. These visits may focus on the district testing office, a district school, or a school.

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

3. Annual assessment monitoring should begin with desk monitoring. To facilitate this process, the RAC should request from the test coordinator specific desk monitoring documents. Examples of these documents include but are not limited to the following:
   - LEA/school annual testing plan
   - LEA/school test-material distribution list and/or documents related to secure material distribution procedures
   - LEA/school test-administration training rosters
   - LEA/school signed test security agreements
   - LEA/school test meeting agendas/notes
   - LEA/school testing calendar
   - Desk monitoring may also include
     o Checking the Expect Test File,
     o Reviewing the ACCOM file, and
     o Reviewing current/past OTISS reports
4. Within one week of the monitoring visit, the RAC must contact the LEA/school test coordinator regarding specific details for the monitoring visit (e.g., arrival time, special circumstances).

5. During the assessment monitoring visit, the RAC will use the appropriate Assessment Monitoring Visit Checklist to record observations. This checklist will be used to generate feedback to the LEA/school following the visit.

6. The assessment monitoring visit may include seeing either a full or partial LEA/school assessment day. The visit may include monitoring the following activities:

- visiting the central office’s or school’s secure location for test materials
- observing test materials distribution (check-in/check-out) procedures at the central office or school
- observing test-day policy and procedures of the school test coordinator, test administrators, and/or proctors (if utilized)
- monitoring the school’s testing environment
- monitoring accommodated settings (i.e., Individualized Education Programs [IEP], Section 504 Plans, EL Plans/documentation, Transitory Impairment documentation, Review of Accommodations Used During Testing forms)
- observing test materials review under secure conditions at the conclusion of testing
- monitoring the reporting of testing irregularities

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

7. Interviews may be conducted to gain additional information if time and schedules permit. Interviewees may include:

- LEA test coordinator,
- principal/assistant principal,
- school test coordinator,
- test administrators,
- proctors (if utilized), and
- other LEA/school staff members participating in the test administration.

8. The RAC will share with the district/school the Assessment Monitoring Visit Checklist within thirty (30) days of the visit.

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

10. If concerns are noted from the visit and not addressed fully or have raised additional concerns, the district/school may require additional monitoring visits by the RAC.
## Assessment Monitoring Visit Checklist

**District Observation**

**Test Date:** ________________  
**School Test Coordinator:** ________________

<table>
<thead>
<tr>
<th>Administration Process (LEA Test Coordinator)</th>
<th>Compliance</th>
<th>Non-compliance</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing plan for system developed and disseminated before school starts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current testing plans for all schools on file in the testing office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of school test coordinator training/meeting minutes/notes Date(s):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test materials counted and verified upon receipt from vendor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System in place to maintain accurate records of student membership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test materials stored in a secure, locked facility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students’ test booklets and answer documents stored according to testing policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Testing materials distributed in a secure manner (check-in/checkout system)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secure shredded materials disposed of in accordance to testing policy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administration Process</th>
<th>Compliance</th>
<th>Non-compliance</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA test coordinator encourages positive atmosphere for the test administrations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sufficient copies of test materials ordered in timely fashion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System in place to monitor all documented accommodations (i.e., IEPs, Section 504 Plans, EL Plans/documented Transitory Impairment documentation, Review of Accommodations Used During Testing forms)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investigate and report all testing irregularities, including misadministrations and situations that may compromise test security (OTISS)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Policy and operational concerns:** __YES__  __NO__  
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

**Observer Signature:** ________________________________
# ASSESSMENT MONITORING VISIT CHECKLIST

## School Observation

**Test Date:** ________________________________  **School Name:** ____________________

**Principal:** ____________________________________________  **School Test Coordinator:** ______________________

<table>
<thead>
<tr>
<th>Administration Process (School Test Coordinator)</th>
<th>Compliance</th>
<th>Non-compliance</th>
<th>Not Observed</th>
<th>Administration Process</th>
<th>Compliance</th>
<th>Non-compliance</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing plan for the school located in the main office</td>
<td></td>
<td></td>
<td></td>
<td>Bulletin boards, instructional displays, and reference materials covered or removed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All test administrators and proctors trained Date(s):</td>
<td></td>
<td></td>
<td></td>
<td>Windows in doors exposed for monitoring purposes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test materials stored in a secure, locked location</td>
<td></td>
<td></td>
<td></td>
<td>Doors unlocked and/or opened for monitoring purposes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test materials distributed in accordance to the testing plan</td>
<td></td>
<td></td>
<td></td>
<td>Test administrators aware of accommodations (i.e., IEPS, Section 504 Plans, EL Plans/documentation, Transitory Impairment documentation, Review of Accommodations Used During Testing forms)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School test coordinator walks around and monitors testing sites</td>
<td></td>
<td></td>
<td></td>
<td>Personal cell phones/electronic devices turned off/not visible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School test coordinator encourages positive atmosphere for test administrations</td>
<td></td>
<td></td>
<td></td>
<td>Test materials provided appropriately for all students during the test administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test materials reviewed under secure conditions (group setting)</td>
<td></td>
<td></td>
<td></td>
<td>Test administrators and proctors move quietly and frequently about the room</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Testing irregularities reported in the OTISS on the day of occurrence</td>
<td></td>
<td></td>
<td></td>
<td>Test administrators and proctors do not leave students unattended at any time during the testing period</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Testing—Do Not Disturb” signs posted on the door of each testing site</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Policy and operational concerns:**  ____ YES  ____ NO

________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________

**Observer Signature:** ____________________________________________
# ASSESSMENT MONITORING VISIT CHECKLIST
## TEST ADMINISTRATION

<table>
<thead>
<tr>
<th>Administration Process</th>
<th>Compliance</th>
<th>Non-compliance</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A “Testing—Do Not Disturb” sign is posted outside the room.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The room is quiet, well-lighted, comfortable, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bulletin boards, instructional displays, and reference materials are covered or removed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desks or workstations are cleared of books and other materials not required for the assessment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are provided the appropriate test materials.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedures are followed for distribution and collection of test materials.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administration Process</th>
<th>Compliance</th>
<th>Non-compliance</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal cell phones/electronic devices are turned off and properly stored.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The test administrator and proctor are monitoring the test administration.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policies and procedures are followed for the provision of accommodations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students receiving testing accommodations are monitored.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Review of Accommodations Used During Testing forms are utilized)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedures are followed for assisting students who misalign answers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visitors are prohibited in the classroom during the test administration.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## ASSESSMENT MONITORING VISIT CHECKLIST

### TEST ADMINISTRATION

<table>
<thead>
<tr>
<th>Administration Process</th>
<th>Compliance</th>
<th>Non-compliance</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions are read to the students as they are written in the <em>Guide</em>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are no distracting behaviors in the room.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct log-in procedures are followed. (Online only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional devices are ready and available in each test room. (Online only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In cases of unanticipated exits, the test administrator resolved the issue(s) with limited delay. (Online only)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administration Process</th>
<th>Compliance</th>
<th>Non-compliance</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who complete the test early are provided with the opportunity to read.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximum time procedures are followed, if applicable.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Device power supplies are available.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Administrator NC Education usernames and passwords remained secure.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation exists confirming students took the online tutorial before test day.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Add any additional comments as necessary:

_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________

Observer Signature: __________________________

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51
North Carolina Testing Program Accommodations Monitoring Plan

Brief Overview of Targeted Accommodations Monitoring
The North Carolina Testing Program’s accommodations monitoring plan includes specific activities from each area of the NCDPI (i.e., Accountability Services, Exceptional Children, English Learners, Section 504) to effectively and efficiently monitor the use of testing accommodations. The state plan consists of four phases: (1) desk monitoring, (2) pre-site review, (3) on-site monitoring, and (4) state response and targeted assistance. The following list is a brief overview of each phase of the targeted accommodations monitoring process.

Desk Monitoring
- Monitoring testing accommodations via student accommodation data collection (e.g., answer sheets, OTISS, NC Education, Every Child Accountability and Tracking System [ECATS], Comprehensive Exceptional Children Accountability System [CECAS], PowerSchool, and LEA-approved third-party accommodations management systems)
- Monitoring local testing plans from randomly selected LEAs and schools

Pre-site Review
- Review of existing data to determine the LEA/school to receive an on-site visit (to determine additional documentation that will be requested before and on the day of the on-site visit)
- Review of documentation submitted by the LEA/school before the on-site visit
- Selection of monitoring team members and their roles for each on-site visit

On-Site Monitoring
- The NCDPI monitoring team will consist of at least two Testing/Accountability staff members and members of the Exceptional Children, English as a Second Language, and/or Section 504 staff.
- Review of accommodations documentation (i.e., IEPs, Section 504 Plans, EL plans/documentation, transitory impairment documentation, Review of Accommodations Used During Testing forms) by at least two NCDPI monitoring team members before test administration observations
- Observation of the entire testing day’s activities at the school building level
- Observation of testing sessions with accommodations and, if time permits, testing sessions without accommodations
- Review of documentation submitted by the LEA/school on the day of the on-site visit
- Interviews with school staff (e.g., school principal/director, school test coordinator, test administrator, proctor, exceptional children teachers, and/or English as a second language teachers)
- Results and observations from the on-site monitoring visit will not be shared with the school system or school building staff before leaving the site. Written results from the on-site monitoring visits will be sent to the LEA superintendent/school director within forty-five (45) calendar days of the visit.
State Response and Targeted Assistance

- The NCDPI monitoring team will reconvene to discuss the strengths and weaknesses of the processes and procedures observed during the on-site visit.
- A letter summarizing the monitoring activities, findings, recommendations, targeted assistance, required actions, and possible sanctions will be e-mailed and mailed to the LEA superintendent/school director within forty-five (45) calendar days of the on-site visit.
- The letter will also provide any additional information regarding follow-up visits, requirements for the submission of additional documentation for review (if necessary), and timelines.

Required Documentation and Procedures for On-Site Monitoring Visits

The following information may serve as a guide for LEAs/schools in preparing for accommodations monitoring during site visits performed by the NCDPI. While much of the information presented in this document is specific to monitoring testing accommodations, LEAs/schools are reminded that testing accommodations must be used routinely during classroom instruction and on similar classroom assessments.

Documentation Required before On-Site Monitoring Visit

LEAs/schools must submit the following information to the NCDPI within seven (7) days of the formal request to the district/school test coordinator:

- Electronic copy of the LEA/school testing plan* that includes, but is not limited to, the following:
  - Plan for training test administrators and proctors (if utilized) (e.g., session calendars/agendas, required attendance, roles and responsibilities) to include testing accommodations training (i.e., training sessions on accommodations that have been approved for students with disabilities or students identified as ELs to use with specific tests)
  - Guidelines for test security
  - Guidelines for test material handling and storage procedures
  - Guidelines for proper testing environment
  - Procedures for documenting the accommodation(s) and the nature of the accommodation(s) each eligible student will receive for each test
  - Procedures for self-monitoring test administrations to ensure the system and school-by-school plans for administering tests under secure conditions are implemented appropriately
  - Procedures for self-monitoring to ensure all documented accommodations were actually provided to eligible students and to what extent the accommodations were used by the students during the test administrations
  - Policies and procedures for reviewing and processing test materials
  - Policies and procedures for repackaging, returning, storing, or recycling test materials
  - Policies and procedures for reporting testing irregularities
  - LEA/school testing calendar
* Please include “Sample” documents that are completed by the LEA/school and used as documentation for the testing plan. Documents may be scanned if necessary.

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

* Please include “Sample” documents that are completed by the LEA/school and used as documentation for the testing plan. Documents may be scanned if necessary.

- Schedule of test administrations with and without accommodations for the selected date of the monitoring visit. Must identify the test name and grade level or course, the test administrator’s name, the scheduled proctor’s name, testing room assignment, each student’s name, any required testing accommodations per student, and the type of accommodations documentation per student (e.g., IEP, Section 504 Plan).

- School-day schedule for days of testing (e.g., time teachers arrive, time students arrive, time to begin testing, bell schedule)
- Parking and check-in procedures for visitors
- Staff names and contact information for those who will serve as points of contact (e.g., principal, school test coordinator)

**Documentation Required on the Day of On-Site Monitoring Previsit**

School systems are required to provide the following information to the NCDPI monitoring team on the day of the on-site monitoring visit.

- Paper copy of the LEA testing plan (see above)
- Paper copy of the school annual testing plan (see above)
  - Documentation for the secure handling and storage of test materials (e.g., materials check-in form, school storage, secure materials checkout and check-in procedures for test administrators)
  - Test administration training attendance records
Self-monitoring records that ensure all documented accommodations will be provided to students (e.g., accommodation information to be coded on student answer sheets, optional forms from the Testing Students with Disabilities publication, Review of Accommodations Used During Testing forms, student participation rosters for specific accommodations, etc.)

- IEP/Section 504/EL/transitory impairment documentation for students in test administrations selected for observation (The LEA/school test coordinator will be informed of the test administrations selected for observation before the on-site monitoring previsit.)
- Copies of Review of Accommodations Used During Testing forms for students in testing sessions that will be observed during the monitoring visit with student information and required accommodations information filled in (The rest of the information is to be completed by the test administrator during/following testing.)

Procedures for Day of Test Administration
School systems should expect the following procedures to be followed by the NCDPI monitoring team on the day of the test administration.

- The NCDPI monitoring team will arrive at the school forty-five (45) minutes before the scheduled start time for testing.
- The monitors will observe the secure storage facility, document who has access to the facility, and record the process of how test materials are checked out and returned to the facility.
- Each team member will observe a different testing session that requires accommodations, and if time permits, a second testing session without accommodations.
- When the test administrations are complete, the monitoring team will review corresponding student IEPs, Section 504 Plans, EL Plans, transitory impairment documentation, and completed copies of Review of Accommodations Used During Testing forms for those students who were observed during testing.
- The monitors will conduct interviews with the school principal/director, school test coordinator, test administrator(s), proctor(s), and teacher(s) to gather information about processes and procedures employed before, during, and after test administrations.
- Results and observations from the on-site monitoring visit will not be shared with LEA or school staff before leaving the site. Written results from the on-site monitoring visits will be sent to the superintendent/school director within forty-five (45) calendar days of the visit.

Documentation Required on Day(s) of On-Site Monitoring Visit
School systems are required to provide the following information to the NCDPI monitoring team on the day of the on-site monitoring visit.

- IEP/Section 504/EL Plan/transitory impairment documentation for students in test administrations selected for observation (the LEA/school test coordinator will be informed of the test administrations selected for observation before the on-site monitoring)
- Completed copies of Review of Accommodations Used During Testing forms for students observed during the monitoring visit (student information and required accommodations completed by the test administrator during/after testing).
F. Scoring and Reporting

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

General Statute §14-118.2: Assisting, etc., in Obtaining Academic Credit by Fraudulent Means
“It shall be unlawful for any person, firm, corporation, or association to assist any student, or advertise, offer or attempt to assist any student, in obtaining or in attempting to obtain, by fraudulent means, any academic credit, grade or test score, or any diploma, certificate or other instrument purporting to confer any literary, scientific, professional, technical, or other degree in any course of study in any university, college, academy or other educational institution. The activity prohibited by this subsection includes, but is not limited to, preparing or advertising; offering, or attempting to prepare a term paper, thesis, or dissertation for another; impersonating or advertising, offering or attempting to impersonate another in taking or attempting to take an examination; and the giving or changing of a grade or test score or offering to give or change a grade or test score in exchange for an article of value or money.”

General Statute §115C-174.13(b): Confidentiality of Student Scores
Any written material containing identifiable scores of individual students on tests shall not be disseminated or otherwise made available to the public by any person, except as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. §1232g.

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

- publicly posting student names and test results, and
- publicly announcing student names and test results (including recognizing students achieving a specific academic achievement level or score).
As stated in the North Carolina Testing Code of Ethics, “Educators shall maintain the confidentiality of individual students. Publicizing test scores or any written material containing personally identifiable information from the student’s educational records shall not be disseminated or otherwise made available to the public by any member of the State Board of Education, any employee of the State Board of Education, the State Superintendent of Public Instruction, any employee of the North Carolina Department of Public Instruction, any member of a local board of education, any employee of a local board of education, or any other person, except as permitted under the provisions of the Family Education Rights and Privacy Act of 1974, 20 U.S.C.§ 1232g . . . In the event of a violation of this Rule, the State Board of Education may, in accordance with the contested case provisions of Chapter 150B of the General Statutes, impose any one or more of the following sanctions:

1. withhold any applicable monetary incentive awards;
2. file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;
3. seek criminal prosecution of the person or persons responsible for the violation; and
4. in accordance with the provisions of 16 NCAC 6C .0312, suspend or revoke the professional license of the person or persons responsible for the violation.”

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

Students Receiving Services at a Visited School

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

Scanning, Scoring, and Reporting

Paper/Pencil Assessments

Multiple-Choice and Multiple-Choice/Gridded Response Assessments—Paper/Pencil

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

Note: The RAC or TOPs has the responsibility of precoding, scanning, and scoring multiple-choice and multiple-choice gridded response answer sheets for charter schools.

Constructed Response (CR) Assessments—Paper/Pencil

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

Situations That Will Delay Scoring
The following situations will delay the scoring of individual student English III NCFE and College and Career Readiness Alternate Assessment (CCRAA) at Grade 11 paper/pencil answer sheets:

- Answer sheets are not precoded. Handwritten or manually marked answer sheets cannot be scored. A QR code specific to each student must be precoded on the answer sheet in order for it to be scored.
- The form number is not coded on the answer sheet. (English III NCFE only)
- Photocopied answer sheets are used by students instead of the original answer sheets shipped from TOPS.
- Correction fluid or tape is used on the answer sheets.
- Boxes are not packed according to the return instructions.
- Boxes are not packed appropriately, resulting in damaged materials (add filler to boxes that are not full to resist crushing).
- Incorrect shipping labels are used.
- The Fax Return Verification Form is not faxed or is faxed with incomplete or inaccurate information.
- The School Shipping List is not included or is included with incomplete or inaccurate information.

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

- Precoding marks are not aligned to the bubbles.
- The form number is not coded on the answer sheet.
- Photocopied answer sheets are used by students instead of the original answer sheets shipped from TOPS.
- Correction fluid or tape is used on the answer sheets.
- Boxes are not packed according to the return instructions.
- Boxes are not packed appropriately, resulting in damaged materials (add filler to boxes that are not full to resist crushing).
- Incorrect shipping labels are used.
- Transmittal forms are not completed accurately.
- NC General Purpose Header Sheets are not included in each box. Header sheets must be included for general and makeup administrations. Misaligned precoding marks or incomplete coding on header sheets will also delay scoring.

Student answer sheets received for scoring with any of these issues will be placed in the back of the scoring queue for investigation and will not be scored until the issues are resolved.
Online Assessments
Online assessments without CR items are scored during an overnight process and sent to the secure shell (SSH) by 9:00 a.m. the day after the assessment is completed. RAC/LEA test coordinators are then able to generate school rosters, class rosters, and individual reports.

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

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

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

#### North Carolina Standardized Testing and Opting Out

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

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

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

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

A sample letter that LEAs/schools may use to address parents’ concerns regarding testing mandates is in Section W of this handbook.

#### Uniformity of Test Administration

All tests that are part of the North Carolina Testing Program require a standardized process of administration. In order for test results to be valid, all procedures included in the assessment guides must be followed. Test administrators must follow and present the directions as written in the assessment guides. It is a violation of the *Testing Code of Ethics* to omit, rewrite, or paraphrase orally or in writing the instructions presented in the assessment guides without the prior written consent of the NCDPI Division of Accountability Services/North Carolina Testing Program.
Unethical testing practices include, but are not limited to, omitting, revising, interpreting, explaining, or paraphrasing the test directions, reading selections, or test items. Test administrators may repeat test directions as they are written in the assessment guide as many times as necessary for the student(s) to understand, but they are not permitted to provide any specific assistance with answering test questions. For example, test administrators (and proctors, if utilized) are not permitted to clarify test directions, provide synonyms for unknown words, or rephrase questions. Each student must complete his or her own work without assistance in order for the scores to reflect the student’s ability. All students must complete the test under the same conditions, unless a student has a current IEP, Section 504 Plan, EL plan/documentation, or transitory impairment documentation (in accordance with state policies) that allows testing accommodations.

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

Directions located in the assessment guides for distributing test materials must be followed. Per the assessment guides, only NCDPI-approved designated features and supplemental materials may be used during the test administration. If NCDPI-approved supplemental materials or designated features such as highlighters, color acetate overlays, or example response spaces for CR items or mathematics grids for mathematics tests (for students with Mark in Book accommodation only) will be used, the test administrator must give students these items before beginning the testing session.

Placing the required test materials, such as the answer sheets, test books, or calculators, on students’ desks before beginning the test administration is a violation of the procedures outlined in the assessment guides and the *Testing Code of Ethics*. In order to administer statewide tests to North Carolina students in a fair and equitable manner, only the testing materials specified in the assessment guide or part of an approved procedural accommodation are allowed during the test administration. Other materials (e.g., reference books, textbooks, thesauruses, bookmarks, multiplication tables, number lines, music, MP3 players, cameras, cell phones, personal learning devices, personal computers, smartpens, wearable activity trackers, removable storage devices, smartwatches, or other electronic devices) or procedures (e.g., taping reference tables, word lists, “Tips for Taking Tests,” or mathematical formulas on students’ desks) are not permitted during the administration of secure tests (for additional information see *Prohibited Items in the Testing Room*).

While most test administrators and proctors (if utilized) may have conducted or proctored similar testing sessions previously, they must receive training each testing cycle before administering or proctoring any secure state test. In addition, the test administrator must study the designated
Paper Clipping Test Books
Test administrators are responsible for paper clipping students’ test books in the following instances:

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

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

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

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

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

**End-of-Course NC Math 1 and NC Math 3 and End-of-Grade Mathematics Grades 5–8**

For transcriptions of gridded response items for the NC Math 1 and NC Math 3 EOC assessments and the EOG mathematics assessments at grades 5–8:

- Write only one digit or symbol in each box. Spaces are permitted before or after the answer, but do not leave spaces within the answer. Darken the corresponding circle below each box on the answer sheet.
- Students can enter only the following digits or symbols into the answer box(es):
  - Grade 5: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, . , /
  - Grades 6–8, NC Math 1, and NC Math 3: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, . , /,-
  - Transcribe only the numbers or symbol(s) the student has written as his or her answer.
- For the gridded response questions, if the student wrote a mixed number for the answer, it must be transcribed as written by the student (i.e., transcribers must not change the student’s response to an improper fraction or a decimal).

**Constructed Response (Short Answer) Questions**

For test items that require students to write a constructed response (i.e., EOC English II, NCFE English III, and CCRAA—Grade 11), the answer sheet provides each student with the same number of printed lines for recording his or her responses. It is imperative that the transcribed student responses “fit” on those printed lines as these responses are imaged before scoring. Responses transcribed on added horizontal lines, in a double-stack format, in margins, or on separate sheets of paper will not be scored. This policy ensures equitable opportunities for all students participating in the test administration.

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

If a student signs/cues the response to the scribe during the administration of the assessment, the scribe must record the student’s response exactly as signed/cued. For example, if a student signs, “Me search field,” the scribe must record the exact words.

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

### Maximum Testing Time Allowed

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

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

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

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

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

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

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

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

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

- For all breaks during paper/pencil administrations, the student’s answer sheet, scratch paper, and graph paper (if applicable) must be placed inside the test book and the test book closed.
- For all breaks during online administrations, items must not be visible on computer monitors. Students must click the PAUSE button at the beginning of the break.

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

**Students Who Complete the Assessment before the Scheduled Time Is Over**

In some test settings, there may be students who complete the test before the scheduled time is over. The following local options are available to these students.

- Students may remain in the testing room and read novels or other nontextbooks (e.g., magazines) while other students continue to work during the scheduled time.
- Students may be dismissed from the testing room when they complete the test. **Note:** These students must not be dismissed from the room unless authorized by the appropriate local official (e.g., principal).

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

Misalignment during Testing
Misalignment occurs during a paper/pencil test administration when students are
• responding to a multiple-choice test question and the item number being coded on the answer sheet does not match the number of the question being answered in the test book; or
• responding to test questions and recording the answers in the wrong section of the answer sheet (e.g., mathematics calculator inactive/active); or
• responding to a mathematics gridded response test question and coding the answer in the wrong column(s) below the recorded answer in the grid box; or
• responding to a short answer question next to an item number on the answer sheet that does not match the item number being answered in the test book.

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

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

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

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

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

Student Emergencies and Restroom Breaks during Testing

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

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

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

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

- Testing accommodations must be documented in the students’ current IEPs, Section 504 Plans, or EL Plans/documentation before testing to substantiate the provisions of these accommodations. Copies of the documentation must be kept at the school and made available to test coordinators.
- The same accommodations must be used routinely during classroom instruction and similar classroom assessments that measure the same construct. If a student does not have at least thirty (30) school days preceding the test date to use the accommodation, then its use cannot be considered routine during instruction and similar classroom assessments.
- Test administrators conducting test administrations with accommodations must be trained by the school system test coordinator or designee in the provision of the specified accommodation(s) before the test administration.

Special Print Versions for Students with IEPs or Section 504 Plans. The superintendent/director or superintendent’s/director’s designee is responsible for ensuring special print versions are properly ordered. For ordering purposes, requests for Braille Editions, Large Print Editions, One Test Item Per Page Editions, and Large Print One Test Item Per Page Editions must be entered into the approved accommodations management system (i.e., ECATS, PowerSchool, or an approved third-party application) at the time of the IEP/Section 504 committee meeting. Testing accommodations information must be accurately entered within the accommodations management systems to ensure students receive what they need on the day of testing. To ensure adequate production, quality control, and delivery time of the special print versions, the test coordinator should check the TNN ordering page once it is open to verify that all special print versions have been submitted. Requests for special print versions other than those specified in the assessment guides must be submitted on a Special Accommodation Request form. Online submission of the Special Accommodation Request is available in NC Education in the TNN Test Materials Order System.

For additional information regarding appropriate testing procedures and accommodations, test administrators who provide accommodations for students with disabilities must refer to the most recent publication of Testing Students with Disabilities and any published supplements or updates. This publication is available through the local school system or at http://www.ncpublicschools.org/accountability/educators/tswd.

For information regarding appropriate testing procedures and accommodations, test administrators who provide accommodations for students identified as ELs must refer to the most recent publication of Guidelines for Testing Students Identified as English Learners and any published supplements or updates. These publications are available through the local school system or at http://www.ncpublicschools.org/accountability/policies/slep/.
Students with Transitory Impairments and Section 504

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

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

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

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

Testing Accommodations Documentation

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

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

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

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

**Review of Accommodations Used During Testing**

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

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

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

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

**LEA Requirements for Destroying, Storing, and Returning Test Materials for the 2019–20 School Year**

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

**Securely Destroying Test Materials**

When designated by the state, LEAs must securely destroy test materials using one of the following methods: shredding, secure recycling, observed landfill burial (i.e., by two or more designated school personnel), and/or incineration.
Test Materials to Securely Destroy Immediately after the Testing Window Closes

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

<table>
<thead>
<tr>
<th>Table 1: Test Materials Designated for Secure Destruction at the Completion of the Respective Testing Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning-of-Grade 3 (BOG3)</td>
</tr>
<tr>
<td>College and Career Readiness Alternate Assessments (CCRAA) Grades 10 and 11</td>
</tr>
<tr>
<td>End-of-Grade (EOG) Reading and Mathematics Grades 3–8</td>
</tr>
<tr>
<td>EOG Science Grades 5 and 8</td>
</tr>
<tr>
<td>NCEXTEND1 Manipulative Card Kits and Selection Booklets (Grades 3–8 and 10)</td>
</tr>
<tr>
<td><strong>NC Check-Ins</strong></td>
</tr>
<tr>
<td>• Each NC Check-In window is open approximately two months for administration and the student/teacher review period. All administrations and reviews must be completed by the close of the designated windows.</td>
</tr>
<tr>
<td>• At the close of each window, the electronic test/test books are to be securely deleted/recycled/destroyed.</td>
</tr>
<tr>
<td><strong>WIDA Screener Online</strong></td>
</tr>
<tr>
<td>used test tickets, scratch paper, and student test rosters</td>
</tr>
<tr>
<td><strong>Large Print Edition</strong>                                     test books</td>
</tr>
<tr>
<td><strong>One Test Item Per Page Edition</strong>                         test books</td>
</tr>
<tr>
<td><strong>Large Print/One Test Item Per Page Edition</strong> test books</td>
</tr>
<tr>
<td><strong>Braille Edition</strong>                                        test books</td>
</tr>
<tr>
<td><strong>Guides</strong> (i.e., administration, assessment, teacher, etc.)—destroy all guides after the testing window closes unless otherwise stated below:</td>
</tr>
<tr>
<td>• Store EOC guide for use in spring and summer 2020.</td>
</tr>
<tr>
<td>• Store NC Final Exams guide for use in spring 2020 and summer CDM.</td>
</tr>
<tr>
<td>• Store Read to Achieve guide for use in summer and fall 2020.</td>
</tr>
<tr>
<td>• Store EOG guide for use in 2020 summer programs.</td>
</tr>
<tr>
<td>• Store NC Check-Ins guide for administrations of Check-Ins 1, 2, and 3.</td>
</tr>
<tr>
<td>• Store NCEXTEND1 guide for Grade 11 and Grades 3–8 and 10 administrations.</td>
</tr>
<tr>
<td>• Store CCRAA guide for use in spring 2020.</td>
</tr>
</tbody>
</table>
Test Materials to Be Stored Locally

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

<table>
<thead>
<tr>
<th>Test Material</th>
<th>Required Storage Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018–19 boxed Grade 3 Student Reading Portfolios</td>
<td>Store until the new 2019–20 boxed portfolio is received from TOPS.</td>
</tr>
<tr>
<td>EOC NC Math 1, NC Math 3, Biology, and English II</td>
<td>Store unused test materials from fall for use in spring.</td>
</tr>
<tr>
<td>Read to Achieve Test</td>
<td>Store unused test materials from spring for use in summer and fall.</td>
</tr>
<tr>
<td>EOG Science Grade 8 Periodic Tables</td>
<td>Store indefinitely (Stock No. 12427).</td>
</tr>
<tr>
<td>NCEXTEND1 Grade 11 Used Assessor Booklets</td>
<td>Store six months after the return of students’ test scores.</td>
</tr>
<tr>
<td>All used answer sheets for operational tests (including scoring sheets for W-APT)</td>
<td>Store six months after the return of students’ test scores.</td>
</tr>
<tr>
<td>Answer sheets with misaligned answers (keep testing irregularities in a separate file)</td>
<td>Store for six months after the return of students’ test scores.</td>
</tr>
<tr>
<td>NC General Purpose Header Sheets</td>
<td>Store indefinitely (Stock No. 14049).</td>
</tr>
<tr>
<td>NC Final Exams</td>
<td>Store unused test materials from fall for use in spring.</td>
</tr>
<tr>
<td>NC Final Exams formula sheets and reference tables</td>
<td>Store indefinitely (Stock Nos. 14154, 14155, 14157, and 14831).</td>
</tr>
<tr>
<td>Unused EOC, EOG, CCRAA, and NCFE graph paper</td>
<td>Store indefinitely.</td>
</tr>
<tr>
<td>Original responses recorded in a test book (i.e., Mark in Book), including special print version test books (i.e., Large Print Edition, One Test Item Per Page Edition, Large Print/One Test Item Per Page Edition, Braille Edition)</td>
<td>Store for six months after the return of students’ test scores.</td>
</tr>
<tr>
<td>Original Braille writer/slate and stylus responses</td>
<td>Store for six months after the return of students’ test scores.</td>
</tr>
<tr>
<td>Original responses to a scribe</td>
<td>Store for six months after the return of students’ test scores.</td>
</tr>
<tr>
<td>Original responses using a typewriter or word processor</td>
<td>Store for six months after the return of students’ test scores.</td>
</tr>
<tr>
<td>WIDA Screener Online written responses for writing test grades 1–3</td>
<td>Store for six months after the return of students’ test scores.</td>
</tr>
<tr>
<td>WIDA Screener Paper student response booklet</td>
<td>Store for six months after the return of students’ test scores.</td>
</tr>
<tr>
<td>W-APT kindergarten test materials (reusable except for scoring sheets)</td>
<td>Store indefinitely (all forms).</td>
</tr>
</tbody>
</table>
Test Materials to Return to Vendors
Test materials designated in Table 3 must be packaged and returned according to the instructions provided by the vendor.

<table>
<thead>
<tr>
<th>Table 3: Test Materials to Be Packaged and Returned to Vendors</th>
</tr>
</thead>
<tbody>
<tr>
<td>All ACCESS for ELLs® and Alternate ACCESS materials must be returned to the vendor.</td>
</tr>
<tr>
<td>All ACT and ACT WorkKeys test materials must be returned to the vendor. (PreACT test books are not returned to ACT. Schools must return the test book to students when score reports are returned.)</td>
</tr>
<tr>
<td>All English II EOC answer sheets for scoring must be sent to the scoring vendor.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Table 4: Test Materials Designated to Be Returned to the NCDPI/TOPS Warehouse at the Conclusion of the Testing Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>All WIDA Screener paper test materials, except used Student Response Booklets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 5: Answer Sheets Designated to Be Returned to the NCDPI/TOPS Warehouse Immediately after Administration for Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and Career Readiness Alternate Assessment for Grade 11 answer sheets</td>
</tr>
<tr>
<td>NC Final Exam answer sheets with constructed response items (i.e., English III)</td>
</tr>
</tbody>
</table>

Charter School Requirements for Destroying, Storing, and Returning Test Materials for the 2019–20 School Year
The following information provides charter schools with requirements for the destruction, return, or storage of North Carolina Testing Program secure test materials. Charter schools are not allowed to securely destroy any test materials.

Before Ordering
Check to be sure the school contact information is correct on the NC Education ordering page. The United Parcel Service (UPS) will send an e-mail notification to the e-mail address listed for the main test coordinator upon the shipping of an order. If the test coordinator does not receive the package on the day indicated in the notification, the test coordinator must contact Technical Outreach for Public Schools (TOPS). In North Carolina, all UPS is next-day delivery. The test coordinator must be aware of the delivery date for the school to ensure there is not a security risk and the delivery occurs in a secured area.
Shipping/Receiving
Orders will be shipped no more than ten (10) days before the first test date. On the day the materials arrive at the school, the test coordinator must:

- Conduct an inventory immediately upon receipt of all test materials to ensure that the packing list(s) match exactly what is included in the box(es) of materials.
- Note quantities received in the column on the packing list.
- Fax the packing list verifying the accuracy of or any discrepancy in the quantity received to TOPS (919) 515-4622 the same day that the materials arrive in the building. See the example label below which will be on the bottom of the packing list.

<table>
<thead>
<tr>
<th>Date_____________</th>
<th>Checked in Correctly ______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discrepancies Noted in Qty. Received Column ____________</td>
<td></td>
</tr>
<tr>
<td>Do Not Send__________</td>
<td></td>
</tr>
<tr>
<td>Please Do Send________</td>
<td></td>
</tr>
<tr>
<td>Signature of Test Coordinator _____________________________</td>
<td></td>
</tr>
</tbody>
</table>

If a discrepancy is noted on the packing list label, indicate on the label if additional materials are not needed (Do Not Send) or are needed (Please Do Send).

- Sign all packing lists and fax them to TOPS.
- Save all boxes for the return of all materials.
- Save the original packing list(s) to use for the return of test materials to TOPS.

Storing Materials
Upon receipt, schools must house all secure test materials in a secure, locked facility with access limited to one or two authorized school personnel only (e.g., test coordinator, principal). Secure test materials may be stored at the school for only a short period before and after the test administration.

Returning Materials
- **ALL** test materials are to be returned to TOPS two (2) business days after the regular administration, including materials for schools testing online. This includes all used/unused test books, unused answer sheets, used and unused administration guides, used scratch paper, used graph paper, used periodic tables and reference tables, and any used approved supplemental materials.
  - Exception: Each NC Check-In window is open approximately two months for administration and the student/teacher review period. All administrations and reviews must be completed by the close of the designated windows. At the close of each window, the electronic test/test books are to be securely deleted/recycled/destroyed.
  - While in the teacher’s possession for review sessions, when not in use, test books must be stored in a locked drawer or cabinet that is not accessible to students. Student books must remain at the school at all times and must not be taken home by teachers or students.
• Boxes must be packed according to the quantities on the packing lists (i.e., materials packed in a box should match the packing list exactly).
• All students with the *Mark-in-Book* accommodation must have the transcription label on the front of their test book completed.
• Separate mark-in-books and then place them on top of the other materials with a cover sheet identifying them as mark-in-books.
• If applicable, separate test materials with print errors and then place them on top of the mark-in-books with a copy of the completed print error report form as the cover sheet.

**Record Tracking Information**
• Record information clearly on the UPS ARS (authorized return service) label.
• Maintain a record of
  o UPS tracking numbers,
  o number of boxes in the shipment,
  o packing lists involved, and
  o date shipped.
H. Online Testing

Online Testing for 2019–20
For the 2019–20 school year, the following assessments are offered in the online format:

<table>
<thead>
<tr>
<th>Beginning-of-Grade 3 Reading</th>
<th>All NC Check-Ins</th>
</tr>
</thead>
<tbody>
<tr>
<td>All End-of-Course Assessments</td>
<td>College/Career Readiness Alternate Assessment Grade 10</td>
</tr>
<tr>
<td>All North Carolina Final Exams</td>
<td>College/Career Readiness Alternate Assessment Grade 11</td>
</tr>
<tr>
<td>All End-of-Grade Assessments</td>
<td>NCEXTEND1 Reading and Mathematics Grades 3–8; Science Grades 5 and 8</td>
</tr>
<tr>
<td>Reading Retest Grade 3</td>
<td>NCEXTEND1 English II, Biology, and NC Math 1 Grade 10</td>
</tr>
<tr>
<td>Read to Achieve Test</td>
<td>ACCESS for ELLs Grades 1–12</td>
</tr>
</tbody>
</table>

Of the assessments listed above, the following are required online administrations for the 2019–20 school year:

<table>
<thead>
<tr>
<th>2019–20 School Year Required Online Administrations¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Online Administrations</td>
</tr>
<tr>
<td>End-of-Course</td>
</tr>
<tr>
<td>English II</td>
</tr>
<tr>
<td>NC Math 1</td>
</tr>
<tr>
<td>NC Math 3</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>End-of-Grade</td>
</tr>
<tr>
<td>Science and Mathematics Grade 5</td>
</tr>
<tr>
<td>Science and Mathematics Grade 8</td>
</tr>
<tr>
<td>NCFEs</td>
</tr>
<tr>
<td>English I, English III, and English IIV</td>
</tr>
<tr>
<td>Grade 6 Social Studies, Grade 7 Social Studies, and Grade 8 Social Studies</td>
</tr>
<tr>
<td>American History: The Founding Principles, Civics, and Economics, World History, American History I, and American History II</td>
</tr>
<tr>
<td>Grade 6 Science and Grade 7 Science</td>
</tr>
<tr>
<td>Physical Science, Chemistry, Physics, and Earth/Environmental Science</td>
</tr>
<tr>
<td>NC Math 2, Advanced Functions and Modeling, Discrete Mathematics, and Precalculus</td>
</tr>
<tr>
<td>EL</td>
</tr>
<tr>
<td>WIDA Screener (2nd Semester of Gr 1 and up)</td>
</tr>
<tr>
<td>ACCESS for ELLs</td>
</tr>
</tbody>
</table>
Paper Available for Technology Hardships and Accessibility

<table>
<thead>
<tr>
<th>Required Online Administrations</th>
<th>Paper Available for Technology Hardships and Accessibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCEXTEND1 Reading and Mathematics Grades 3–8 and 10</td>
<td>✓</td>
</tr>
<tr>
<td>NCEXTEND1 Science Grades 5, 8, and 10</td>
<td>✓</td>
</tr>
</tbody>
</table>

1Paper/pencil versions of all online assessments, including required online administrations, are available for technology hardship situations and for students with disabilities who need to test in the paper mode for accessibility.

**Technology Hardship Requests**

If LEAs/schools do not have the technology capability to support administering the required online assessments to students, a hardship request must be submitted through the Technology Hardship Request notification system in NCTest Admin. Do not e-mail, mail, or fax requests.

Approval from the NCDPI Accountability Services Division must be documented in the Technology Hardship Request notification system before paper/pencil tests can be ordered through the NC Education materials ordering page. These orders will be reviewed and verified by the RAC prior to processing/shipping.

**Accessibility for Students with Disabilities**

If the required accommodations documented on a student’s current IEP or Section 504 Plan dictate a specific mode for assessment (i.e., paper/pencil or online), then that mode must be provided to the student on test day. The mode must support the accommodations. The decision regarding testing accommodations must be based on the individual needs of the student. A letter does not need to be submitted to the Director of Accountability Services for approval for students with disabilities who have documented accommodations that dictate a paper/pencil mode is necessary for accessibility.

**Online Test Format**

Online assessments are presented through a secure platform (i.e., NCTest Secure Browser, NCTest Chrome App for Chromebooks, and NCTest iPad App). The Chromebook must be managed, and tests should be administered in kiosk mode. The app for iPads (supported iOS of 9.3.2 and above) provides the security measures within the app.

All test items are formatted specifically for online presentation and presented on the screen one test question at a time. Online assessments provide a toolbar at the top of the screen that includes the following options: Reset, Flag, Strike, Highlight, Unhighlight, Clear Highlight, and Help. Navigation buttons (i.e., First, Back, Pause, Next, and Review) are located at the bottom of the screen. Scroll bars appear on test questions as needed, based on the length of the test question or font size. Online assessments are available to all students in regular or large font and in alternate background colors (including high contrast); however, the NCDPI recommends these options be considered only for students who routinely use similar tools (e.g., color acetate overlays, colored background paper, and large print text) in the classroom. It is recommended that students be given the opportunity to
view the large font and/or alternate background color versions of the online tutorial and released
forms of the assessment (with the device to be used on test day) to determine which mode of
administration is appropriate.

**Note:** Large font is not recommended for use on tablets due to the smaller screen size and the
need for additional scrolling.

Students with the documented accommodation *Test Read Aloud (in English)* have access to audio
recordings of question content for online assessments except those that measure reading skills
(e.g., EOC English II, EOG Reading 3–8).

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

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

- Never share passwords with anyone. User accounts are confidential.
- If passwords must be written down on a piece of paper, store the paper in a secure place
and destroy it when it is no longer needed.
- Change passwords immediately if they have been compromised.
- Be careful where passwords are saved on computers and tablets. Some dialog boxes, such
as those for remote access, present an option to save or remember a password. Selecting
this option poses a security threat.

**Online Assessment Tutorial**
Online Assessment Tutorials are available for all North Carolina-developed online tests through the
NCTest Secure Browser, the NCTest Chrome App for Chromebooks, the NCTest iPad App, and
https://data.ncsu.edu/nctest/Destination.html. Schools must ensure every student participating in
online assessments has completed the appropriate online assessment tutorial for the associated
assessment(s) at least one time per year at the school. Students should not complete the tutorial
on the day of the test administration.

**Note:** Because of the different types of questions on the tests, students testing online in grade 3
should complete the tutorial twice; once at the beginning of the year (BOG3 tutorial) and once
before the end-of-year administration of the EOG (grades 3–4 tutorial). Additionally, students
participating in the online NC Check-Ins must complete the appropriate online assessment tutorial
one time at the school before the administration of NC Check-In 1. Online NC Check-In students are
not required to repeat the tutorial for end-of-year EOG online testing.

The following chart outlines the Online Assessment Tutorials available for use:
<table>
<thead>
<tr>
<th>Tutorial Pick List</th>
<th>Question Types</th>
<th>Question Content Areas</th>
<th>Complete Once before Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOG3</td>
<td>• Multiple-choice</td>
<td>• Reading</td>
<td>• Beginning-of-Grade 3 Reading Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• EOG Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• EOG Reading RETEST</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Read to Achieve Test</td>
</tr>
<tr>
<td>Grades 3–4</td>
<td>• Multiple-choice</td>
<td>• Reading</td>
<td>• EOG Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mathematics</td>
<td>• EOG Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• NC Check-Ins Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• NC Check-Ins Reading</td>
</tr>
<tr>
<td>Grade 5</td>
<td>• Multiple-choice</td>
<td>• Reading</td>
<td>• EOG Reading</td>
</tr>
<tr>
<td></td>
<td>• Numeric entry</td>
<td>• Mathematics</td>
<td>• EOG Mathematics</td>
</tr>
<tr>
<td></td>
<td>• Technology Enhanced</td>
<td>• Science</td>
<td>• NC Check-Ins Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• NC Check-Ins Science</td>
</tr>
<tr>
<td>Grades 6–8</td>
<td>• Multiple-choice</td>
<td>• Reading</td>
<td>• EOG Reading</td>
</tr>
<tr>
<td></td>
<td>• Numeric entry</td>
<td>• Mathematics</td>
<td>• EOG Mathematics</td>
</tr>
<tr>
<td></td>
<td>• Technology Enhanced</td>
<td>• Science</td>
<td>• EOG Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• NC Check-Ins Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• NC Check-Ins Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• NC Check-Ins Mathematics</td>
</tr>
<tr>
<td>Grades 9–12*</td>
<td>• Multiple-choice</td>
<td>• Reading</td>
<td>• EOCs</td>
</tr>
<tr>
<td></td>
<td>• Numeric entry</td>
<td>• Writing</td>
<td>• NCFEs</td>
</tr>
<tr>
<td></td>
<td>• Technology Enhanced</td>
<td>• Mathematics</td>
<td>• NC Check-Ins Math 1</td>
</tr>
<tr>
<td></td>
<td>• Short Answer</td>
<td>• Science</td>
<td></td>
</tr>
<tr>
<td>CCRAA</td>
<td>• Multiple-choice</td>
<td>• Reading</td>
<td>CCRAA Grade 10</td>
</tr>
<tr>
<td></td>
<td>• Short Answer (grade 11)</td>
<td></td>
<td>CCRAA Grade 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Writing (grade 11)</td>
<td></td>
</tr>
</tbody>
</table>

*Students in elementary and middle grades taking advanced math courses (e.g., NC Math 1, NC Math 2, or NC Math 3) should take the Grades 9-12 Tutorial.

The online assessment tutorials are not assessments; they allow users to practice navigating through the testing platform and to respond to sample test items. During the online assessment tutorial, students can ask questions and become familiar with tools, navigation, question response features, technology enhanced items, and other test interface features.
Additionally, an online assessment tutorial should be used to determine the student’s appropriate font size (i.e., regular or large) and/or alternate background color (including high contrast) for test day. These options must be entered in the Student Interface Questions (SIQ) before test day. An online assessment tutorial can assist students whose IEPs or Section 504 Plans designate the Large Print accommodation in determining if the large font will be sufficient on test day. If the size of the large font is not sufficient for a student because of his/her disability, this accommodation may be used in conjunction with the Magnification Devices accommodation, or a Large Print Edition of the paper/pencil assessment may be ordered.

Note: For tests delivered online, the font size is 12-point Verdana for standard test forms and 16-point Verdana for large font assessments. However, these are print measurements and computer screen resolution and size settings can greatly affect the actual size of fonts on screen.

For best results, students should complete the online assessment tutorial using devices they will use during the actual online assessment.

Schools may use one of two online assessment tutorial options with students.

1. Schools may play a video that demonstrates how to use the available tools, how to navigate the system, how to respond to each item type, and how to use the end-of-test review page. Immediately following the video, students must complete a self-paced, interactive set of online sample items for the appropriate assessment offered in the same venue as the assessment. The NCDPI strongly recommends schools show the video to groups of students rather than allowing students to stream the video to each device individually.

2. Schools may alternately use a standard script developed by the NCDPI that gives guidance for using the available tools, navigating the system, responding to each item type, and using the end-of-test review page while students complete the tutorial items. The standard scripts are available on the TNN page in NC Education.

Schools should review both options before the tutorial sessions to determine the best option for students.

**NCEXTEND1 Online Practice Activities**

Before the administration of the NCEXTEND1 Alternate Assessments (i.e., Grades 3–8 and 10), teachers must complete one of the NCEXTEND1 Online Practice Activities. The practice activities assist teachers in determining which administration option is most appropriate for their students. Additionally, students participating in the NCEXTEND1 alternate assessments should complete each content area practice activity at least one time at the school before test day. The practice activities can help students become familiar with the testing platform and practice responding to sample test items. Three practice activities (i.e., reading, math, and science) are available for use.

For best results, students should complete the practice activity using the device they will use during the actual assessment.
Note: It is not necessary for students to complete the practice activity if they will be administered the assessment using just the test cards with the assessor recording the responses on the device.

Testing Schedule for Online Assessments
Online assessments have the following scheduling options:

- Online assessments should be administered as early in the school day as the school schedule permits; however, afternoon administrations are also permissible.
- For best practices, the North Carolina Testing Program strongly recommends schools schedule each online assessment within the school day for the maximum time allowed without interfering with lunch or bus schedules. All students, including students with the Scheduled Extended Time accommodation, must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.
- Schools may elect to administer two assessments in one day. However, caution must be taken when scheduling such testing to ensure that students can eat lunch during the school day and travel home at their regularly scheduled time.

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

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

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

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

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

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

- First and last name and title/position of contact person
- Phone number and/or e-mail address for a response from the Help Desk
- School LEA name
- School name
- LEA/school code
- Test name (course or subject and grade level)
- Form number (available at the top of the screen)
- Description of the problem
- Error message(s) (document the words verbatim)
- Specific item number(s), if applicable
- Operating system name and version number
- Secure platform being used (e.g., NCTest Chrome App for Chromebooks, NCTest Secure Browser, or NCTest iPad App)
- Steps taken locally to resolve the issue

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

**Interruption during the Test**

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

**Items Not Displaying or Not Displaying Correctly**

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

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

**Items Appearing Slowly on the Screen**

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

**Procedures for LEA and Charter School Test Coordinators to Complete BEFORE Test Day**

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

- Ensure the appropriate NCDPI-approved secure platform (browser or app) is installed and meets technical requirements to include:
  - Chromebook must be managed.
  - iPad iOS of 9.3.2 or higher must use the current app in secure testing mode.
- Ensure test administrators have an NC Education user account and their username and password is working correctly and can access the appropriate test’s student information pages. Usernames and passwords should be checked two to three days before the test administration date.
  - All test administrator NC Education accounts must be given the role of “teacher” for the appropriate school to start an online test. For questions, contact the Help Desk (ncdesk@ncsu.edu).
- Ensure that every student participating in an online assessment has completed the appropriate online assessment tutorial for the associated assessment(s) at least one time per year at the school.
- Ensure all devices meet specified technical requirements listed at [http://center.ncsu.edu/nct/](http://center.ncsu.edu/nct/).
- Ensure screen savers are disabled for all devices.
- Ensure volume controls are set for students with the *Test Read Aloud (in English)* accommodation.
- Check to ensure all students who are to participate in online assessments are listed in the Admin Entry Tab list for the specific assessment in NC Education. Please disregard students who will not test, and DO NOT start a test for these students.
- Ensure test administration windows (via the Test Window Scheduler) are scheduled in NC Education. Test administration windows **must** be scheduled no later than the day before the test administration date.
- Review and edit the SIQ for students. See the next section for more details.
Student Interface Questions (SIQ)

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

Student Interface Accessibility Feature Options:
- Alternate background color
- Large font

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

Online assessments are available in regular or large font, in high contrast, and in different background colors (i.e., white, yellow, green, grey, cream, and black). The NCDPI recommends these options be considered specifically for students who routinely use similar tools (e.g., color acetate overlays, colored paper, alternate background color, large print text) in the classroom. For students to access large font, an alternate background color, the Test Read Aloud (in English) accommodation, and/or the Multiple Testing Sessions accommodation, the options must be entered in the student’s SIQ before test day. After the test has been started, the SIQ cannot be changed. Test records and scores for students marked as requiring the Test Read Aloud (in English) accommodation, the Multiple Testing Sessions accommodation, or other required accommodations will not be exported to the LEA/school test coordinator until the test administrator completes the Accommodations Provided screen for the student.

Written Plan for Setting Up Devices

It is a local decision to either (1) allow students to remain in the testing room while devices are being set up or (2) not allow students to enter the testing room until after the test administrator has logged in to the secure browser. Based on the option selected, LEAs and schools must develop, disseminate, and train on a written plan that outlines secure procedures for schools to follow when students either remain or do not remain in the room while devices are being set up. The plan must address procedures that will ensure:
- students cannot see secure user names and passwords while the test administrator is logging in to the devices,
- each device is set to the START page with the correct student’s name and PowerSchool number, assessment name, and school name correctly identified on the device, and
- students will not begin using their devices until instructed to do so.

This plan must become part of the overall testing plan for the school system submitted annually to the RAC. (See the section Annual Testing Plans for more information.)
Procedures the Test Administrator Must Complete ON Test Day

Steps to Complete BEFORE Beginning Online Testing
The NCDPI recommends test administrators begin setting up devices approximately 30–40 minutes before students are to begin testing.

1. Set up the devices that will be used to deliver the online assessment.
   - Launch the secure test platform and click on the NCTest LOGIN button.
     - iPad with iOS 9.3.2 and higher must have the latest app and will launch into secure testing mode once the user selects "yes" after launching the app.
     - Chromebooks must be managed. Test administrators should follow the guidance provided at http://center.ncsu.edu/nct/.
   - Choose the appropriate online assessment type and test name from the drop-down menus.
   - Enter a valid NC Education username and password and click LOGIN.
   - Select the student to be tested from the list presented on the screen and click SELECT STUDENT.
   - Ensure the screen is set to the START page with the correct student’s name and school name located near the top of the screen.
   - Do not click the START button for the student.

2. After the devices are set up, and before beginning the test, the test administrator must
   - ensure students are seated at the specific device that displays their name, the test name, the student’s PowerSchool number, and the school name, and
   - confirm each student’s device is still set to the START page. Students must not click the START button and begin using the device until they are told to do so.

3. When ready, the test administrator is to begin the testing session.
   - The test administrator must follow and present the script in the appropriate guide as written. Paraphrasing, omitting, revising, interpreting, explaining, or rewriting the script, directions, or test items, including answer choices, may result in a misadministration.

Steps to Complete When a Student Finishes the Test Administration
1. When a student completes the test, the test administrator must ensure the following:
   - The student has clicked the END TEST button to close the test. A STOP sign will appear on the student’s screen after the END TEST button has been clicked and the test has been closed.
   - The test administrator must click the EXIT button on the STOP sign screen to close NCTest.

Note: For additional information on procedures to follow for students who complete the assessment before the scheduled time is over, see Section G, subsection Students Who Complete the Assessment before the Scheduled Time is Over.
Steps to Complete following the Test Administration

1. Upon completion of testing, the test administrator must:
   - Ensure any information from the test saved or cached on any network appliance or device is purged or deleted immediately following the completion of the test administration session. Test security must be maintained at all times.
   - Complete either before test day or on test day before 7:00 p.m. all applicable Special Codes located for that assessment under the Special Codes tab in NC Education. The Absent from Makeup Special Code is completed after testing, if applicable.
   - Enter the accommodations provided on the “Accoms” tab in NC Education for all students marked in the SIQ as requiring accommodations (i.e., Multiple Testing Sessions, Test Read Aloud [in English], Other Required Accommodations) on test day before 7:00 p.m.
I. Testing Irregularities and Misadministrations

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

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

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

Eligibility Issues:
- Failing to test all eligible students (SBE policy TEST-010)
- Administering tests to ineligible students

Accommodation Issues:
- Providing accommodations to students who are not eligible to receive them
- Failing to provide approved accommodations to the appropriate students
- Failing to follow appropriate procedures for providing testing accommodations
- Providing Test Read Aloud (in English), or Interpreter/Transliterator Signs/Cues Test accommodations during an assessment that measures reading skills (e.g., EOG Reading, EOC English II)

Security Issues:
- Allowing access to the tests to school or LEA personnel who do not have a legitimate need
- Allowing students to review secure test materials before the test administration
- Leaving students unsupervised with access to secure test materials
- Not maintaining security of NC Education username and password
- Failing to store secure test materials in a secure, locked facility
- Failing to cover or remove bulletin board materials, classroom displays, or reference materials (printed or attached) on students’ desks that provide information regarding test-taking strategies or the content being measured by the test
• Failing to return the originally distributed number of test materials (e.g., test books, answer sheets) to designated school personnel
• Reproducing items from secure tests in any manner or form
• Giving students instruction related to the concepts measured by the test before the test administration or during the test administration session
• Discussing with others any of the test items or information contained in the tests or writing about them or posting them on the Internet or on social media sites

Monitoring Issues:
• Failing to prevent students from cheating by copying, using cheat sheets, or asking for information
• Failing to prevent students from gaining an unfair advantage through the use of cell phones, text messages, or other means
• Allowing students to remove secure materials from the testing site
• Failing to monitor students during breaks
• For online testing, leaving devices unsupervised when secure online tests were open and visible
• Leaving secure materials unattended during restroom breaks or lunch breaks
• Leaving the room unmonitored when students and secure materials are present

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

Technical Issues:
• Online test connectivity/technical problems
• Online test item(s) not displaying properly

Note: Schools must report online test connectivity and technical problems that occur during the administration of online assessments when a student(s) is not able to successfully complete the assessment. Reports do not need to be entered for students who successfully complete the assessment despite a technical issue.
If the same technical problem is being reported for multiple students for the same test administration on the same day, only one OTISS report needs to be submitted. A list of all students affected should be attached to the OTISS report.

**OTTIS Investigation Checklist and SAMPLE Action Plan**

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

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

On the following page is a copy of the OTISS investigation checklist for the LEA/school test coordinator. This form must be used by the LEA/school test coordinator when collecting information and conducting an investigation of the alleged testing violation. The checklist provides the necessary steps and guidance for filing irregularities and completing investigative measures. Following the checklist is a copy of the SAMPLE OTISS action plan that may be used to address areas of concern in testing and to outline procedures for establishing corrective actions.
OTISS Testing Irregularity Investigation Checklist
This form and all accompanying documentation MUST be submitted electronically.

<table>
<thead>
<tr>
<th>OTISS ID#:</th>
<th>Name of Regional Accountability Coordinator (RAC):</th>
</tr>
</thead>
<tbody>
<tr>
<td>School System Name:</td>
<td>Date RAC Contacted:</td>
</tr>
<tr>
<td>School Name:</td>
<td>Date of Occurrence:</td>
</tr>
</tbody>
</table>

The following steps must be completed within five (5) days of when the irregularity occurs or is identified.

<table>
<thead>
<tr>
<th>Step</th>
<th>Completion Date</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify Level 3 Irregularity Classification:</td>
<td></td>
<td>Irregularity Classification:</td>
</tr>
<tr>
<td>2. OTISS:</td>
<td></td>
<td>Test Coordinator (TC) submits testing irregularity in OTISS. This must occur on the same day the irregularity occurs or is identified.</td>
</tr>
<tr>
<td>3. Collection of Evidence: (e.g., test books, answer sheets, computers, cheat sheets, classroom displays)</td>
<td></td>
<td>List Evidence Collected:</td>
</tr>
<tr>
<td>4. Statements and Interviews:</td>
<td></td>
<td>Name(s)/Role(s) of Person(s) Involved:</td>
</tr>
<tr>
<td>• Obtain written and signed statements from all parties involved.</td>
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<tr>
<td>• Conduct interviews with everyone (including students if necessary) involved in the incident. The interviews should include questions of a non-objective nature, and each interview should be conducted by two staff members.</td>
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<tr>
<td>5. Summary of any disciplinary action taken:</td>
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<tr>
<td>TC should collaborate with leadership to prepare a written statement of any disciplinary action taken in association with the incident.</td>
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<tr>
<td>6. Action Plan:</td>
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<tr>
<td>TC should submit a written action plan that identifies strategies that will prevent a reoccurrence of the incident.</td>
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<tr>
<td>7. Upload all evidence in OTISS:</td>
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<tr>
<td>All items in this checklist must be included as electronic attachments:</td>
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<td></td>
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<tr>
<td>• Summary of the incident</td>
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<tr>
<td>• Questions and answers collected during interviews</td>
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</tr>
<tr>
<td>• Summary of any disciplinary action taken at the school or district level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Action plan identifying strategies that will prevent a reoccurrence of the incident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Completed/signed School Testing Irregularity Investigation Checklist</td>
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</tbody>
</table>

I affirm that I received my Superintendent's or Director's approval to submit this OTISS Investigation.

<table>
<thead>
<tr>
<th>Principal's/Director's Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA/Charter School Test Coordinator's Name</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Superintendent's Name</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

90
SAMPLE–Test Security Action Plan

Implementation Site:
Plan Composed By:

I. Identification of Problem Areas & Corrective Actions
   A. Purpose:

   B. Summary of Actions Steps/Target Dates:

   C. Goal(s):

II. Definition of Roles and Responsibilities
   A. Implementation Facilitator’s Name___________________________
      Description of Responsibilities:

   B. Assignments of Responsibilities:

      Name_____________________________
      Responsibilities:

      Name_____________________________
      Responsibilities:

      Name_____________________________
      Responsibilities:

III. Evaluation Criteria
   A. Measurable Outcomes (e.g., reduction in number of testing irregularities, shorter resolution time, more comprehensive test administration training sessions according to workshop evaluation summaries, etc.)

   B. Follow Methodology (e.g., distribution of fact sheets/resources, activity logs, training sessions, quarterly needs assessments, etc.)
**Misadministrations**

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

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

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

All eligible students (i.e., enrolled in a school), including students with disabilities and ELs, at grades 3 through 8 and in high school courses in which an EOC assessment is administered shall participate in the state assessment program adopted by the SBE. Participation is reported for (1) grades 3 through 8 EOG reading and mathematics, grades 5 and 8 EOG science, (2) grade 10 EOC English II, (3) grade 11 EOCs NC Math 1/NC Math 3 and EOC Biology, (4) grade 11 ACT, and grade 12 CTE Concentrators ACT WorkKeys. “For the accountability model, a school that does not assess at least 95 percent (95%) of its expected test population for the all students group and each subgroup of students will be deemed not to have met participation rate requirements” (ACCT-021)

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

- general assessment under standard conditions (i.e., without testing accommodations)
- general assessment with testing accommodations (On a case-by-case basis where appropriate documentation exists, students with disabilities and students identified as ELs may receive testing accommodations. The need for accommodations must be documented in the student’s current IEP, Section 504 Plan, or EL Plan/documentation. The accommodations must be used routinely during the student’s instructional program and similar classroom assessments.)
- alternate assessment (with or without accommodations) (Students with disabilities who meet specific eligibility criteria may be assessed using alternate assessments. The decision to participate in an alternate assessment must be documented in the current IEP. Students with only section 504 Plans are not eligible for participation in any of North Carolina’s alternate assessments.) Available alternate assessments include:
  - NCEXTEND1 (Grades 3–8, 10, and 11)
  - College and Career Readiness Alternate Assessment (Grades 10 and 11)
  - Alternate ACCESS for ELLs (Grades 1–12)

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

English Learners First Year in U.S. Schools

State Board policy ACCT-021, states that “students identified as ELs shall participate in the statewide testing program using either the standard test administration or the standard test administration with accommodations. Effective 2017–18 and beyond, ELs must participate in state assessments beginning with their first year in a U.S. school; however,
• For the first year, the requirement is for participation and for reporting (e.g., NC School Report Card), not the accountability model.
• For year two, ELs’ test scores will be included in the growth analysis for the accountability model.
• For year three and beyond, ELs’ test scores will be included in growth and the achievement indicator of the accountability model.”

Grade 8 Students Enrolled for Credit in NC Math 1
State Board policy ACCT-021 states, “effective 2017–18 and beyond, all eligible students in membership at grade 8 enrolled for credit in NC Math 1 shall take the EOC assessment at the completion of the course. Schools shall not assess these students on the grade 8 mathematics EOG assessment. These students will take the NC Math 3 EOC assessment for federal accountability in high school.”

Students in membership at grade 8 who have an NC Math 1 EOC score (e.g., granted credit from an earlier grade level) should ONLY be assessed on the assessment matching the current course enrolled (e.g., NC Math 2 or NC Math 3). These students do not take the grade 8 mathematics EOG.

Additional information on advanced mathematics at grade 8 can be found in the NC Math 1 Exception Documentation on the Accountability Services webpage.
K. Testing Calendars and Required Testing

**North Carolina Statewide Testing Calendar 2019–20**
The North Carolina statewide testing calendar for the 2019–20 school year may be found at [http://www.ncpublicschools.org/accountability/](http://www.ncpublicschools.org/accountability/).

**Required Testing and Accountability Requirements for 2019–20**
The North Carolina Testing Program chart of federal and state required tests and how they are used in the Accountability model for the 2019–20 school year may be found at [http://www.dpi.state.nc.us/accountability/](http://www.dpi.state.nc.us/accountability/).

**2019–20 Accountability Testing Requirements for the North Carolina Testing Program**
North Carolina required testing for the 2019–20 school year, including the alternate assessments, is found at [http://www.dpi.state.nc.us/accountability/](http://www.dpi.state.nc.us/accountability/).

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

**2019–20 North Carolina Final Exams**
This page includes information on the 2019–20 North Carolina Final Exams administered as part of North Carolina’s Teacher Evaluation and School Executive Evaluation Process.

**2019–20 Testing for Read to Achieve at Grade 3**
This page includes information and resources on the 2019–20 Read to Achieve program and assessment.
L. State Board of Education Policies and Legislative Requirements

This section contains SBE policies and other legislative requirements related to the North Carolina Testing Program.

Appropriate Use of State Tests/Testing Program Documents
- **TEST-004** – Policy delineating the appropriate use of state tests
- **TEST-009** – Policy regarding rules, guidelines, and procedures governing the NC Testing Program
- **TEST-015** – Policy outlining time devoted to standardized testing and field tests

Test Security
- **TEST-010** – Policy of administrative testing procedures and testing code of ethics

End-of-Course Tests
- **TEST-003** – Policy delineating use of end-of-course tests for accountability
- **CCRE-001** – Policy defining “Course for Credit”

State-Designated Assessments for the Teacher Evaluation Process
- **TEST-016** – Policy delineating use of state-designated assessments for the North Carolina teacher evaluation process

Testing Students Who Are English Learners
- **TEST-011** – Policy outlining the use of EL testing accommodations and eligibility for participation in the state-designated assessment

Graduation Requirements
- **GRAD-004** – Policy delineating state graduation requirements
- **GRAD-001** – Policy giving the local school boards of education the authority to exceed minimum graduation requirements
- **ACCT-039** – Policy delineating the cohort graduation rate

Academic Achievement Standards and Achievement Level Descriptors
- **TEST-037** – Academic achievement standards and achievement level descriptors for NCXTEND1 alternate assessments
- **TEST-036** – Academic achievement standards (cut scores) and achievement level descriptors for end-of-course assessments
- **TEST-033** – Academic achievement standards (cut scores) and achievement level descriptors for Beginning-of-Grade 3, the Read to Achieve test, and end-of-grade assessments
- **TEST-013** – Policy delineating the test development process for multiple-choice tests
Accountability Model
- ACCT-020 – Policy delineating the components of the accountability model
- ACCT-021 – Policy delineating the annual performance standards under the accountability model
- ACCT-038 – Policy delineating the alternative schools’ accountability model
- CHTR-001 – Policy delineating charter school accountability requirements

Use of Test Results
- GS §115C-288 (a) – Law granting principals the authority to grade and classify students; instructs principals not to make the decision solely on the basis of standardized test scores
- TEST-003 – Policy requiring schools to use results from all operational EOC assessments as at least twenty percent of the student’s final grade for each respective course (with the exceptions)
- TEST-016 – Policy requiring public schools to use results from all course-specific operational assessments for use in the North Carolina Teacher Evaluation Process as a minimum of twenty percent (20%) of the student’s final grade for each respective course (with exceptions)

Other Policies Related to the North Carolina Testing Program
- TEST-001 – Policy governing test administration in the public schools
- TEST-002 – Policy governing the role of the testing coordinator
M. North Carolina Accessibility Framework

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

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

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

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

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

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

Designated features must be assigned to a student by trained educators and/or teams using a consistent process as determined at the local level. The use of any of these designated features can be considered part of a standard test administration. In order to be used during an assessment, students must have experience using the designated features routinely during classroom
instruction and with similar classroom assessments. They must not be introduced for the first-time during state assessments.

For students with IEPs, Section 504 Plans, and EL Plans, the IEP team, Section 504 committee, or EL committee should make decisions on what designated features need to be provided. All designated features must be identified in the current IEP, Section 504 Plan, or EL Plan before test day.

**Considerations and Instructions for Designated Features**

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

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

<table>
<thead>
<tr>
<th>Online Administrations</th>
<th>Paper/Pencil Administrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlighter Tool</td>
<td>Highlighters</td>
</tr>
<tr>
<td>Color Contrast</td>
<td></td>
</tr>
<tr>
<td>- A tool changes background color to provide higher contrast on a computer screen.</td>
<td></td>
</tr>
<tr>
<td>- The required Online Assessment Tutorial is used to determine a student’s preferred alternate background color.</td>
<td></td>
</tr>
<tr>
<td>- Options for color contrast include a background of white, yellow, green, gray, or cream with black font or a black background with white font.</td>
<td></td>
</tr>
<tr>
<td>- This tool must be preselected in the student interface questions (SIQ) on NCTest in order to be available at the time of testing.</td>
<td></td>
</tr>
<tr>
<td>Adapted Mouse</td>
<td></td>
</tr>
<tr>
<td>- Before testing, test administrators must ensure that any adapted mouse meets the requirements of the NC Testing Program.</td>
<td></td>
</tr>
<tr>
<td>Color Acetate Overlays</td>
<td></td>
</tr>
<tr>
<td>- A color acetate overlay can change background color to provide the student with higher contrast.</td>
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<tr>
<td>- A student may use only one color overlay for testing.</td>
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**Online and Paper/Pencil Administrations**

- **Noise-cancelling Headphones/Ear Plugs**
  - The headphones/ear plugs reduce unwanted ambient and low frequency sounds.
  - The headphones must not be connected to any device (e.g., Bluetooth/wireless).

- **Adapted Pencil**
  - larger diameter
  - modified special grip for a No. 2 pencil
  - mechanical No. 2 pencil
Online and Paper/Pencil Administrations

**Reading Tracker**
- A tracking tool guides the student’s eyes while reading text.
- The reading tracker must be blank/empty on both sides for test administrations.

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

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

**Read Aloud Test Directions (in English)**
- Test administrators can read test directions aloud to students as many times as necessary for students to understand the directions.
- Test administrators must not omit, revise, interpret, explain, or paraphrase the test directions.
- Test directions must be read aloud to students as written in the assessment guides.

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

**Accommodations**
Accommodations are changes in procedures or materials that ensure equitable access to instructional and assessment content and generate valid assessment results for students who need
them. Accommodations are available in North Carolina for students with a current IEP, Section 504 Plan, or an EL Plan.

More information about accommodations for students with an IEP or Section 504 Plan can be found in the Testing Students with Disabilities publication located at http://www.ncpublicschools.org/accountability/policies/tswd/. Information about accommodations available to ELs can be found in the Guidelines for Testing Students Identified as English Learners publication located at http://www.ncpublicschools.org/accountability/parents/lep.

**Accessibility Framework Decision-Making Support**

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

N. North Carolina Statewide Assessments

This section consists of two parts. Part A, North Carolina Statewide Assessments Policies and Procedures, includes policy guidelines and procedures that apply to the administration of all tests in the North Carolina testing program. RACs and test coordinators must ensure all appropriate staff receive training in this information before administering an assessment.

Part A may be duplicated for instructional purposes. School personnel must ensure the policy guidelines and procedures outlined in Part A are implemented appropriately.

The information in Part B represents each individual assessment in the North Carolina testing program and includes additional guidelines/policies that are specific to the assessment. The following assessments are in Part B.

- Beginning-of-Grade 3 Reading Test
- End-of-Grade Tests—Reading at Grades 3–8
- End-of-Grade Tests—Mathematics at Grades 3–8
- End-of-Grade Tests—Science at Grades 5 and 8
- End-of-Course Test—NC Math 1
- End-of-Course Test—NC Math 3
- End-of-Course Test—English II
- End-of-Course Test—Biology
- North Carolina Final Exams
Part A
North Carolina Statewide Assessments Policies and Procedures

The following test policies and procedure apply to all North Carolina Statewide Assessments.

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

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

If a school contracts with a third party for the provision of instructional services (e.g., special education teachers/tutors for blind or hearing-impaired students), the contracted employee can administer secure state tests only if the employee meets the following criteria:
- holds a valid North Carolina educator’s license
- passes a criminal history check as defined in G.S.§115C-332(a)(1), which is performed at the school
- is trained on test administration in accordance with the North Carolina Testing Program
- signs a test security agreement and understands the sanctions for testing violations. (The signed test security agreement must be kept on file at the school.)

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

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

On a day before each test administration, all test administrators must be trained in test security and testing procedures. The LEA/school test coordinator will schedule and conduct the training session. Test administrators should read the guide thoroughly before attending the training.
session and take it to the training session so that it can be referred to as needed. Test administrators should make note of any questions regarding their responsibilities. A test administrator who will be conducting test administrations with accommodations must also be trained by the school test coordinator or designee in the appropriate provision of the specific accommodations before the test administration.

Read and Study the Testing Code of Ethics
Before test day, the test administrator must
- read and study the North Carolina Testing Code of Ethics, and
- discuss the Testing Code of Ethics and its sanctions during the test administration training.

The Testing Code of Ethics addresses appropriate professional practices for central office and school administrators, test coordinators, teachers (test administrators), and proctors in the areas of securing tests; administering tests; and scoring, reporting, and interpreting test results. The sanctions for violations are also included in the Testing Code of Ethics and are applicable to the administration of all secure state mandated tests. A copy of the Testing Code of Ethics is provided in Appendix W of this handbook.

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

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

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

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

**Testing Environment**

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

**Accounting For and Storing Test Materials**

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

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

Read Aloud or Signing/Cueing Administrations

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

During Testing

Prohibited Items in the Testing Room

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

Prohibited items include:

- Electronic devices. Other than permitted calculators, students are not allowed to use or have in their possession cell phones or any other electronic recording, listening, scanning, or photographic devices at any time during testing, including breaks. Any student found or observed with a cell phone/electronic device during testing time must be dismissed from testing and a misadministration declared for that student.
  - If the test administrator or proctor believes a cell phone/electronic device was used during the test administration to store or exchange information or to make an image of the test, the device must be collected from the student and the school test coordinator contacted immediately.
  - If a student must be removed from testing because he/she has a cell phone/electronic device during testing, the test administrator must not leave the testing room unattended. The test administrator must remain in the room, the school test coordinator must be notified, and the student removed.
  - Before testing begins, test administrators and proctors must turn off their personal cell phones/electronic devices and ensure these devices are neither used nor visible during testing, including breaks.
• Personal belongings. Personal belongings are not prohibited in the testing room. However, students’ personal belongings must be placed under their seats, and students must not be permitted to access them at any time during testing, including breaks.
  o Students who complete the test before the scheduled time is over must be provided the opportunity to read novels or other nontextbooks (e.g., magazines) while waiting for other students to finish the test. Test administrators must collect the students’ answer sheets, test books, and all other ancillary materials (e.g., calculators, used papers) before the students are allowed to take out their reading material.
• Testing aids. Textbooks, reference books, thesauruses, smartwatches, wearable activity trackers, smartpens, music, notes, bookmarks, number lines, multiplication tables, personal learning devices, or any unapproved testing aids are prohibited during the administration of any test in the North Carolina Testing Program.
• Food and/or drinks. Food and/or drinks are a local decision and should be addressed in the annual school testing plan.

Monitor Students during the Assessment
Test administrators and proctors must remain attentive to their testing responsibilities throughout the entire test administration. Before testing begins, they must turn off their personal cell phones/electronic devices and ensure these devices are neither used nor visible during testing, including breaks.

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

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

The test administrator must monitor the test administration by walking frequently and quietly throughout the room and scanning the students’ work areas to ensure students follow the test directions, perform the required tasks, do not share responses, and those eligible have access to required accommodations.
  • When the test administrator or proctor needs to sit during the test, he/she should maintain an unobstructed view of and easy access to students.
  • Test administrators and proctors are not to read test questions from students’ test books/computer screens (except for students with documented special needs requiring accommodations, such as Test Read Aloud [in English]).
  • Test administrators and proctors cannot indicate answers to students. Some examples include but are not limited to
    o telling students to “look at the question again” or offering similar advice;
• making a facial expression, hand gesture, voice inflection, or utterance (e.g., coughing, clearing throat) to indicate approval or disapproval of the student’s response; and
• standing beside the desk, reading a question, looking at the student’s response, and then pointing to the correct answer or pointing to the question as if to indicate “Read the question again because you have the wrong answer.”

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

Know Local Testing Procedures
During test administrator training, test administrators must be informed of local testing policies and procedures. The following list is not all-inclusive.

• Know the local procedures for providing additional time to students needing more than the estimated time to complete the assessment.
• Know the local procedures for contacting the school test coordinator during the test administration, if needed.
• Know the local procedures to follow at the conclusion of testing for returning students to the regular school schedule.
• Know the local procedures for reporting a testing irregularity.

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

At the school level, provisions must be made for students who need time beyond that scheduled to complete the test (i.e., up to maximum time). Students who complete the test during the scheduled time must not be allowed to remain in the testing room with any students who require additional time. The school may either move students who have completed the test to another room or facility, or the school may move students who need additional time to another room or facility to complete the test. Students who are in different grade levels or in a different subject/course may be combined into one group for up to the maximum time. However, schools must ensure that students do not feel so uncomfortable with mixed-grade or subject/course grouping that it affects their test performance. Test administrators must consult with the school test coordinator for the procedure to follow in providing additional time to students to complete the assessments.
For best practices, the North Carolina Testing Program strongly recommends schools schedule assessments within the school day so that they do not interfere with lunch or bus schedules. All students, including students with the Scheduled Extended Time accommodation, must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.

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

- For paper/pencil administrations, students must be told that the test administrator will paper clip test books so students cannot go back to previously attempted questions. Pages that contain reading selections students will need must not be paper clipped. Therefore, students must complete the reading selection they are working on and the selection’s questions before going to lunch. For additional information see Paper Clipping Test Books.
- For online administrations, students must click the PAUSE button before leaving the room for lunch. The online items must not be visible on computer monitors. For online administrations, students will have access to previously completed items when they return from their extended break. Test administrators must monitor these students carefully to ensure they do not return to previous items.

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

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

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

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

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

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

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

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

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

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

Online Readiness Checklist

Before administering any secure online assessment:

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

**After Testing**

**Report Online Test Connectivity and Technical Problems in OTISS**

Schools must report online test connectivity and technical problems that occur during the administration of online assessments when a student(s) is not able to successfully complete the assessment. **Reports do not need to be entered for students who successfully complete the assessment despite a technical issue.**

If the same technical problem is being reported for multiple students for the same test administration on the same day, only one OTISS report needs to be submitted. A list of all students affected should be attached to the OTISS report.

On the day of the technical occurrence, schools must enter into the OTISS detailed information about each incident including, but not limited to, the following:

- Test name (subject and grade level)
- Test form number (available at the top of the screen)
- Description of the incident
- Number of students involved
- Error message(s) (document the words verbatim)
- Specific item number(s), if applicable
- Secure platform being used (e.g., NCTest Chrome App on Chromebooks, NCTest Secure Browser, or NCTest iPad App)
- Steps taken locally to resolve the issue
- Help Desk ticket number (If the Help Desk does not provide a ticket number, the caller should request one.)
- Advice offered by the Help Desk
- Solution (document whether the issue was resolved or not resolved)

**Pack and Return the Test Materials**

After reviewing each answer sheet and header sheet, the test administrator or other designated school personnel are required to package and return all the secure test materials. All secure test materials must be accounted for and returned to the school test coordinator.

*All secure test materials must be stored in a secure, locked facility before being returned for scoring.*

1. Package and return the coded header sheets (if applicable) and answer sheets as follows:
• Place the coded header sheet on top of each class or test group set of coded answer sheets (including those coded for students absent from makeup).
• Place the coded header sheet and answer sheets in the provided vinyl bag(s). Only the coded header sheet and answer sheets to be scanned for scoring and reporting purposes are to be in the vinyl bag(s). “Sticky” notes, self-adhesive notes, or other paper must not be enclosed.
• Place any bent, folded, stapled, torn, or damaged answer sheets that are not to be scored in a separate, labeled vinyl bag.
• Place any misadministration answer sheets that are not to be scored in a separate, labeled vinyl bag.

2. Place any marked-in test books (e.g., student marked in the test book) in a separate, labeled vinyl bag.

3. Follow the school system test coordinator’s instructions for handling used/unused scratch and graph papers. All used scratch and graph papers must be securely destroyed immediately following the completion of the test administration.

4. Return all materials (i.e., test books, answer sheets, Assessment Guides, and other test materials) to the school test coordinator. The school test coordinator will provide information regarding the return of calculators.

5. The school test coordinator will work with the school system test coordinator to ensure the guidelines outlined by the North Carolina Testing Program for destroying, returning, and storing test materials are followed.

Return and Storage of Test Materials for Accommodations
Upon completion of test administrations with approved accommodations, test administrators must
• return all completed Review of Accommodations Used During Testing forms to the school test coordinator to keep in the students’ IEP folders or Section 504/EL/transitory impairment documentation and
• return all test materials for accommodations (e.g., original student responses recorded in a manner other than the regular answer sheet document, special print versions, and original scribe recordings of student responses if not recorded directly in a test book) to the school test coordinator.

The school system test coordinator must follow the guidelines outlined by the North Carolina Testing Program for destroying, returning, and storing materials used with testing accommodations.

The school system test coordinator must store the following in a secure, locked facility for six (6) months following the return of the test scores. Note: Charter school test coordinators must return all materials to Technical Outreach for Public Schools (TOPS), including the following, within two days of the initial test administration:
• original student responses recorded in a manner other than the regular answer sheet document (e.g., use of Student Marks Answers in Test Book, Braille Edition, Braille Writer/Slate and Stylus, Dictation to a Scribe, or Assistive Technology Devices);
• special print versions (i.e., Braille editions, large print editions, one test item per page editions, large print/one test item per page editions) in which eligible students marked their answers in the test book (i.e., received and used Student Marks Answers in Test Book accommodation);
• Braille writer/slate and stylus student responses and photocopies of the responses; and
• original scribe recordings of student responses if not recorded directly in a test book (e.g., scribe records responses on a separate sheet of paper and transcribes after the testing session)
Part B

Beginning-of-Grade 3 Reading Test

Purposes of the Test

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

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

Eligible Students

All students in membership at grade 3 (according to PowerSchool) are expected to participate with or without accommodations in the administration of the BOG 3 Reading Test.

The only exceptions are as follows:

- students with disabilities who, according to their IEP documentation, participate in the NCEXTEND1 alternate assessment in accordance with state policies
- transfer students who were administered the BOG3 Reading Test at the former school before moving must not be readministered the test. For school accountability purposes, students must not be tested two or more times with secure statewide tests unless the school system discovers a misadministration.
- in rare cases, students deemed medically fragile because of a significant medical emergency and/or condition and unable to participate in the BOG3 Reading Test are granted a medical exception. All medical exceptions must be approved by the Division of Accountability Services/North Carolina Testing Program.
Testing Formats
The BOG3 is available in both online and paper/pencil formats.

Testing Window
The BOG3 testing window begins on the 11th day of the school year and continues through the 15th day.

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

- The BOG3 Reading Test must be administered in one day (except for administrations involving students with documented special needs requiring accommodations, such as Multiple Testing Sessions).
- A school does not need to administer the test to all students at grade 3 at the same time on the same day.
- The test should be administered as early in the school day as the school schedule permits; however, afternoon administrations are also permissible.
- For best practices, the North Carolina Testing Program strongly recommends schools schedule the BOG3 test within the school day for the maximum time allowed without interfering with lunch or bus schedules. All students, including students with the Scheduled Extended Time accommodation, must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.
- No BOG3 Reading Test administration (except those involving students with documented special needs requiring accommodations, such as Scheduled Extended Time) may exceed the maximum time allowed.

Test Administration Times and Number of Items
Refer to the following chart for the estimated test administration times, the maximum time allowed for testing, and the number of test items.

<table>
<thead>
<tr>
<th>Beginning-of-Grade 3 Test</th>
<th>Estimated Time (minutes)</th>
<th>Maximum Time Allowed (minutes)</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90</td>
<td>180</td>
<td>44</td>
</tr>
<tr>
<td>2 Three-Minute Breaks</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Instructions</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>108</strong></td>
<td><strong>180</strong></td>
<td><strong>44</strong></td>
</tr>
</tbody>
</table>

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

- completing the Online Assessment Tutorial for the Online BOG3 Reading Test with students on a day or days before the test administration
  - See Section H, subsection Online Assessment Tutorial in this handbook for more information on the tutorials.
• completing the BOG3 Reading Practice Activity with students on a day or days before the test administration
  o The BOG3 Practice Activity is not a test.

The Practice Activity helps students understand testing procedures that will occur during the actual BOG3 Reading test administration so as to minimize student anxiety and errors during the actual administration of the test.
**Approved Accommodations for ONLINE and PAPER/PENCIL Administrations of the Beginning-of-Grade 3 Reading Test Only**

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

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

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

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

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

5 The Student Marks Answers in Test Book accommodation is not an applicable accommodation for the online assessments because the student’s responses are entered on the computer.

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

**Note:** To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of the appropriate use of these accommodations.
End-of-Grade Tests
Reading and Mathematics Grades 3–8
Science Grades 5 and 8

Eligible Students

**Reading and Mathematics:** All students in membership at grades 3–8 (according to PowerSchool), including students who have been retained at grades 3–8, are expected to participate with or without accommodations in the standard administration of the EOG tests in reading and mathematics.

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

The only exceptions are as follows:

- students with disabilities who, according to their IEP documentation, participate in the NCEXTEND1 alternate assessment in accordance with state policies
- in rare cases, students deemed medically fragile because of a significant medical emergency and/or condition and unable to participate in a specific test administration who are granted a medical exception (The principal or school test coordinator must contact the school system test coordinator for procedures on how to request a medical exception. All medical exceptions must be approved by the Division of Accountability Services/North Carolina Testing Program.)

Off-Level Testing

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

Testing Formats and Availability

All EOG tests are available in both online and paper/pencil formats. However, online administrations are required for the grades 5 and 8 mathematics and science EOGs. The only exceptions to this online testing requirement are (1) for LEAs/schools granted an approved technology hardship request and (2) for individual students with disabilities who have documented accommodations that dictate a paper/pencil test format is necessary for accessibility.

If LEAs/schools do not have the technology capability to support administering the required online grade 5 and/or 8 science and mathematics assessment(s), or a paper/pencil format is necessary for accessibility for students with disabilities, see Section H, subsections Technology Hardship Requests and Accessibility for Students with Disabilities in this handbook.
Testing Window
The EOG tests must be administered during the last ten (10) days of the school year. For school systems that were required to adjust their school schedules because of adverse weather conditions or other emergencies, the testing schedule should be adjusted to fall within the final ten (10) days of the adjusted school year.

Per G.S. § 115C-174.12(a)(4), exceptions may be permitted to allow testing of a student outside the designated testing window, including makeup dates. See Section D, subsection Request to Test a Student outside the Testing Window in this handbook for information on the exceptions and the requirements and procedures for submitting a request. All requests must be submitted to the RAC for approval by the Division of Accountability Services/North Carolina Testing Program.

Testing Schedule for End-of-Grade Tests

<table>
<thead>
<tr>
<th>Online</th>
<th>Paper/Pencil</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Testing Combinations</strong>: All online and paper/pencil EOG testing combinations must be approved by the RAC before they can be used on test day.</td>
<td></td>
</tr>
<tr>
<td><strong>Mixed mode</strong>: Students can be administered the EOGs in mixed mode formats. For example, if a student is administered the mathematics test in the paper/pencil format, the reading test can be administered in the online format.</td>
<td></td>
</tr>
<tr>
<td><strong>Morning/afternoon administrations</strong>: The EOG tests should be administered as early in the school day as the school schedule permits; however, afternoon administrations are also permissible.</td>
<td></td>
</tr>
<tr>
<td><strong>Consecutive school days</strong>: Administrations of the EOG tests do not have to occur on consecutive school days.</td>
<td></td>
</tr>
<tr>
<td><strong>Administering more than one EOG in one school day</strong>: Schools may elect to administer either one or two EOGs in one day (i.e., reading and science, or mathematics and science, or reading and mathematics); however, caution must be taken when scheduling testing to ensure that the maximum time allowed for these tests does not interfere with lunch or bus schedules. All students must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.</td>
<td></td>
</tr>
<tr>
<td><strong>Ten-Day Window</strong>: Schools do not have to test all students in the same grade starting on the same day/same time, but all students must be tested within the ten-day window.</td>
<td></td>
</tr>
<tr>
<td><strong>Exceeding maximum time</strong>: No EOG test administration (except for those involving students with documented special needs requiring accommodations, such as Scheduled Extended Time) may exceed the maximum time allowed.</td>
<td></td>
</tr>
</tbody>
</table>

Estimated Test Administration Time and Number of Items
The estimated test administration time is the time that the NCDPI estimates it will take for nearly all students to complete the test. The NCDPI requires all students participating in the EOG tests be allowed ample opportunity to complete the tests. As long as students are engaged and working, and the maximum time allowed (i.e., three hours) has not been reached, they must be given time to complete the tests. The test administrator must consult with the school test coordinator for the procedure to follow in providing additional time to students who need time beyond that scheduled.
to complete the tests. Refer to the following charts for the estimated test administration times and number of items.

<table>
<thead>
<tr>
<th>Test Information</th>
<th>Number of Items</th>
<th>Time (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 3–5</td>
<td>TBD</td>
<td>120</td>
</tr>
<tr>
<td>Grades 6–8</td>
<td>TBD</td>
<td>(180 minutes maximum)</td>
</tr>
<tr>
<td>2 Three-Minute Breaks</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>General Instructions</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>138</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 3 and 4</td>
<td>46</td>
<td>120</td>
</tr>
<tr>
<td>Grade 5</td>
<td>48</td>
<td>(180 minutes maximum)</td>
</tr>
<tr>
<td>Grades 6–8</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>2 Three-Minute Breaks</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>General Instructions</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>138</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 5 and 8</td>
<td>65</td>
<td>120</td>
</tr>
<tr>
<td>2 Three-Minute Breaks</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>General Instructions</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>138</td>
</tr>
</tbody>
</table>
# Approved Accommodations for ONLINE and PAPER/PENCIL Administrations of the End-of-Grade Reading, Mathematics, and Science Tests Only

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>ONLINE</th>
<th>PAPER/PENCIL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students with Disabilities/Section 504</td>
<td>Students Identified as English Learners</td>
</tr>
<tr>
<td>Assistive Technology Devices</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Braille Edition (Full UEB)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Braille Writer/Slate and Stylus (Braille Paper)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Cranmer Abacus</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Dictation to a Scribe</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Student Reads Test Aloud to Self</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Test Read Aloud (in English)</td>
<td>No–Reading(^2)</td>
<td>No–Reading(^2)</td>
</tr>
<tr>
<td></td>
<td>Yes–Math &amp; Science</td>
<td>Yes–Math &amp; Science</td>
</tr>
<tr>
<td>Interpreter/Transliterator Signs/Cues Test</td>
<td>No–Reading(^2)</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Yes–Math &amp; Science</td>
<td>No</td>
</tr>
<tr>
<td>Large Print Edition</td>
<td>No(^3)</td>
<td>No</td>
</tr>
<tr>
<td>Magnification Devices</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Multiple Testing Sessions</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>One Test Item Per Page Edition</td>
<td>No(^4)</td>
<td>No(^4)</td>
</tr>
<tr>
<td>Scheduled Extended Time</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Marks Answers in Test Book</td>
<td>No(^5)</td>
<td>No(^5)</td>
</tr>
<tr>
<td>Testing in a Separate Room</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)</td>
<td>No(^6)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

\(^1\) The EOG tests are available in both online and paper/pencil formats. For any test, including those required online, students with disabilities can receive either a paper/pencil or online format of the assessment if there is a documented need in the student’s current IEP or Section 504 Plan.

\(^2\) Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the reading assessments invalidates test results because the assessments measure reading skills. However, the test directions in the assessment guide may be read aloud and/or signed/cued during the administration of the tests.

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

\(^4\) The One Test Item Per Page Edition accommodation is not an applicable accommodation for online assessments because all assessments are presented one test item at a time on the computer.

\(^5\) The Student Marks Answers in Test Book accommodation is not an applicable accommodation for the online assessments because the student’s responses are entered on the computer.
6 Only students with disabilities who are also identified as ELs and have scored below 5.0 Bridging on the most recent administration of the reading domain of the WIDA Screener/ACCESS for ELLs\(^6\) are eligible to receive this state-approved EL testing accommodation.

**Note:** To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of the appropriate use of these accommodations.
End-of-Course Tests of Biology, English II, NC Math 1, and NC Math 3

Eligible Students
According to SBE policy TEST-003:

- Students who are enrolled for credit in courses in which EOC assessments are required shall take the appropriate EOC assessment with or without accommodations at the completion of the course.
- Students shall take the appropriate EOC assessment at the end of the course regardless of the grade level in which the course is offered.
- Students who are exempt from final exams by local board of education policy shall not be exempt from EOC assessments.
- Students must take the appropriate EOC assessment the first time the student takes the course requiring the assessment, even if the course is an Advanced Placement (AP), International Baccalaureate (IB), or Cambridge course.
- Students who are identified as failing a course for which an EOC assessment is required shall take the appropriate EOC assessment.
- Schools shall include each student’s EOC assessment results in the student’s permanent records and high school transcript.
- Students following the Occupational Course of Study Pathway enrolled in English II, NC Math 1, NC Math 3, or Biology are required to take the associated EOC assessment upon completion of the course.

Students Enrolled for Credit in Courses in which EOC Assessments Are Required and Do Not Have a Proficient EOC Test Score. Students enrolled in courses that require the administration of the EOC assessment but have not obtained a proficient score on the EOC assessment prior to enrolling in the course must take the appropriate EOC assessment at the completion of the course. The score must be used as at least 20% of the student’s final grade.

Students Enrolled for Credit in Courses in which EOC Assessments Are Required and Have a Proficient EOC Test Score. Students enrolled in courses that require the administration of the EOC assessment and who have obtained a proficient score previously on the EOC test may use the proficient EOC score as at least 20% of their final grade, or they may elect to retake the appropriate EOC assessment at the completion of the course and use the most recent score for the final grade calculation.

Advanced Placement (AP) Biology, International Baccalaureate (IB) Biology, Cambridge Biology, Biology II, and General Biology II Courses. Students enrolled in AP Biology, IB Biology, Cambridge Biology II, Biology II, and General Biology II courses must be administered the EOC Biology assessment at the completion of the course with the exception of students who have (1) previously obtained a test score from the EOC assessment or (2) transferred from out-of-state or from a nonpublic school and the principal authorized course credit as having participated in the
assessment by recording the appropriate reason code in PowerSchool. Students meeting these exceptions are not eligible to take the EOC assessment.

*Repeating a Course for Credit* refers to a high school course repeated via any delivery method when the entire *Standard Course of Study* for that course is being taught to the student for a second time (SBE policy **CCRE-001**). Students are permitted to repeat a course for credit when they have failed a course. However, local boards of education may develop policies that define specific circumstances when students other than those who fail a course may repeat a course for credit. Students repeating a course for credit who have already scored at Level 3, 4, or 5 on the associated EOC assessment may elect either to retake the EOC or use the previous passing EOC score as at least 20% of their final grade. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade. Students who initially fail a high school course and repeat the course for credit, upon completion of the repeated course, must take the associated EOC, and the new course grade shall replace the previous grade for the course. When a student repeats a course for credit and passes the course, the student only earns credit towards graduation once.

*Credit Recovery* refers to a block of instruction that is less than the entirety of the *Standard Course of Study* for that course. Credit recovery delivers a subset of the *Standard Course of Study* or blueprint of the original course in order to specifically address deficiencies in a student’s mastery of the course and target specific components of a course necessary for completion (SBE policy **CCRE-001**). When credit recovery is exercised, the original record of the course being completed and failed will remain on the transcript. The LEA/school shall allow a grade of pass or fail for each credit recovery course. The mark will not affect the student’s GPA. The EOC exam associated with the credit recovery course may be administered no later than thirty (30) days upon the completion of the credit recovery course.

**EOC Results Used as 20% of Final Grade**

State Board policy **Test-003** states that “public schools shall use results from all operational EOC assessments as a minimum of twenty percent (20%) of the student’s final grade for each respective course with the exception of

- Students following the Occupational Course of Study Pathway;
- EL students in their first year in a U.S. school; and
- All students enrolled in a course during the initial implementation year of the new assessment for that course where scores are not immediately available due to standard setting.

For these exceptions, schools shall adopt policies regarding the use of EOC assessment results in assigning final grades.”

**Withdrawal from an EOC Course**

Per State Board policy **TEST-003**, “students may drop a course with a required EOC assessment within the first ten (10) days of enrollment in a semester/4x4 course or within the first twenty (20) days of enrollment in a traditional yearlong course. Students who are enrolled for credit after the 10/20 days, regardless of course delivery (e.g., traditional classroom, NC Virtual Public School,
vendor-based online), shall not drop a course with a required EOC assessment and shall participate in the appropriate EOC assessment (with or without accommodations) at the completion of the course."

Any changes in EOC enrollment after the 10th or 20th day must follow the Process for Notification of Withdrawals outlined in the memo Adherence to the 10/20 Day Rule (see Section W). All notifications of withdrawals are to be submitted in accordance to the memo. Any necessary schedule changes for EOC enrollment should take place following notification of the decision from Accountability Services.

**Testing Window**

Test administrators must administer the secure NCDPI-designated form(s) of the EOC assessment during the last five (5) days (4x4/semester courses/summer school) or the last ten (10) days (traditional yearlong schedule) of the instructional period. For school systems that were required to adjust their school schedules because of adverse weather conditions or other emergencies, the testing schedule should be adjusted to fall within the final five (5) days (4x4/semester) or last ten (10) days (yearlong) of the adjusted school year. Any student absent (i.e., not present) from the test administration must make up the test. The LEA/school test coordinator will specify how makeup tests are to be handled at the school and will schedule dates and times for completing makeup tests in each school so that all makeups are completed within the five- (semester) or ten-day (yearlong) testing window.

Per G.S. §115C-174.12(a)(4), exceptions may be permitted to allow testing of a student outside the designated testing window, including makeup dates. See Section D, subsection Request to Test a Student outside the Testing Window in this handbook for information on the exceptions and the requirements and procedures for submitting a request. All requests must be submitted to the RAC for approval by the Division of Accountability Services/North Carolina Testing Program.

**Testing Formats and Availability**

All EOCs (i.e., English II, Biology, NC Math 1, and NC Math 3) are available in both the paper/pencil and online format. However, for the 2019–20 school year and beyond, all EOC assessments are required online administrations.

If LEAs/schools do not have the technology capability to support administering the required online assessment(s), or a paper/pencil format is necessary for accessibility for students with disabilities, see Section H, subsections Technology Hardship Requests and Accessibility for Students with Disabilities in this handbook.

Districts/schools should prioritize the online administrations of the EOC tests in the following order: English II, NC Math 1, Biology, NC Math 3.
Required Gridded Response Practice Activity—NC Math 1 and NC Math 3

Some of the questions on the paper/pencil NC Math 1 and NC Math 3 EOCs are gridded response questions. These questions require students to write and fill in a numerical answer on their answer sheet rather than to select an answer from several choices. When these types of questions are delivered online, students must type a numerical answer into a text box.

Schools must ensure every student participating in the paper/pencil NC Math 1 and NC Math 3 assessments complete the Gridded Response Practice Activity at least one time at the school before test day. Copies of the Gridded Response Practice Activity can be found at http://www.ncpublicschools.org/docs/accountability/testing/math1practicesheet.pdf.

Testing Schedule for End-of-Course Tests

<table>
<thead>
<tr>
<th>Online and Paper/Pencil Administrations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning/afternoon administrations.</strong> The EOC assessments should be administered as early in the school day as the school schedule permits; however, afternoon administrations are also permissible.</td>
</tr>
<tr>
<td><strong>Administering more than one EOC in one school day.</strong> Schools may elect to administer either one or two EOCs in one day; however, caution must be taken when scheduling testing to ensure that the maximum time allowed for these assessments does not interfere with lunch or bus schedules. All students must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.</td>
</tr>
<tr>
<td><strong>Combining Courses.</strong> EOCs cannot be combined for online or paper/pencil testing. Courses must test separately.</td>
</tr>
<tr>
<td><strong>Exceeding maximum time.</strong> No EOC test administration (except for those involving students with documented special needs requiring accommodations, such as Scheduled Extended Time) may exceed the maximum time allowed.</td>
</tr>
</tbody>
</table>

Estimated Test Administration Time and Number of Items

The estimated test administration time is the amount of time that the NCDPI estimates it will take for nearly all students to complete the assessment. The NCDPI requires all students participating in the Biology, English II, NC Math 1, and NC Math 3 assessments be allowed ample opportunity to complete the assessments. As long as students are engaged and working, and the maximum time allowed has not been reached, they must be given time to complete the assessments. The test administrator must consult with the school test coordinator for the procedure to follow in providing additional time to students who need time beyond that scheduled to complete the assessments. Refer to the following charts for the estimated test administration times and number of respective items.
<table>
<thead>
<tr>
<th>Biology Administration</th>
<th>Estimated Time (Minutes)</th>
<th>Maximum Time Allowed (Minutes)</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology Assessment</td>
<td>120</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>2 Two-Minute Breaks</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Instructions</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>136</strong></td>
<td></td>
<td><strong>65</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English II Administration</th>
<th>Estimated Time (Minutes)</th>
<th>Maximum Time Allowed (Minutes)</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>English II Assessment</td>
<td>TBD</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>2 Two-Minute Breaks</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Instructions</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>166</strong></td>
<td></td>
<td><strong>TBD</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NC Math 1 Administration</th>
<th>Estimated Time (Minutes)</th>
<th>Maximum Time Allowed (Minutes)</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC Math 1 Assessment</td>
<td>180</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>2 Two-Minute Breaks</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Instructions</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>196</strong></td>
<td></td>
<td><strong>60</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NC Math 3 Administration</th>
<th>Estimated Time (Minutes)</th>
<th>Maximum Time Allowed (Minutes)</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC Math 3 Assessment</td>
<td>180</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>2 Two-Minute Breaks</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Instructions</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>196</strong></td>
<td></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>
## Approved Accommodations for ONLINE and PAPER/PENCIL Administrations of the End-of-Course Tests of Biology, English II, NC Math 1, and NC Math 3 Only

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>ONLINE Students with Disabilities/Section 504</th>
<th>ONLINE Students Identified as English Learners</th>
<th>PAPER/PENCIL Students with Disabilities/Section 504</th>
<th>PAPER/PENCIL Students Identified as English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Technology Devices</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Braille Edition (Full UEB)</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Braille Writer/Slate and Stylus (Braille Paper)</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Cranmer Abacus</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Dictation to a Scribe</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Student Reads Test Aloud to Self</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Test Read Aloud (in English)</td>
<td>No–English II&lt;sup&gt;2&lt;/sup&gt;</td>
<td>No–English II&lt;sup&gt;2&lt;/sup&gt;</td>
<td>No–English II&lt;sup&gt;2&lt;/sup&gt;</td>
<td>No–English II&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td>Interpreter/Transliterator Signs/Cues Test</td>
<td>Yes–Biology, NC Math 1, and NC Math 3</td>
<td>Yes–Biology, NC Math 1, and NC Math 3</td>
<td>Yes–Biology, NC Math 1, and NC Math 3</td>
<td>Yes–Biology, NC Math 1, and NC Math 3</td>
</tr>
<tr>
<td>Large Print Edition</td>
<td>No&lt;sup&gt;3&lt;/sup&gt;</td>
<td>No&lt;sup&gt;3&lt;/sup&gt;</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Magnification Devices</td>
<td>Yes</td>
<td>No&lt;sup&gt;4&lt;/sup&gt;</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Multiple Testing Sessions</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>One Test Item Per Page Edition</td>
<td>No&lt;sup&gt;4&lt;/sup&gt;</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Scheduled Extended Time</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Marks Answers in Test Book</td>
<td>No&lt;sup&gt;5&lt;/sup&gt;</td>
<td>No&lt;sup&gt;5&lt;/sup&gt;</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Testing in a Separate Room</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)</td>
<td>No&lt;sup&gt;6&lt;/sup&gt;</td>
<td>Yes</td>
<td>No&lt;sup&gt;6&lt;/sup&gt;</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<sup>1</sup>The EOC assessments are available in both online and paper/pencil formats. For any assessment, including those required online, students with disabilities can receive either a paper/pencil or online format of the assessment if there is a documented need in the student’s current IEP or Section 504 Plan.

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

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

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

<sup>5</sup>The Student Marks Answers in Test Book accommodation is not an applicable accommodation for the online assessments because the student’s responses are entered on the computer.

<sup>6</sup>Only students with disabilities who are also identified as ELs and have scored below 5.0 Bridging on the most recent administration of the reading domain of the WIDA Screener/ACCESS for ELLs<sup>°</sup> are eligible to receive this state-approved EL testing accommodation.

Note: To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of the appropriate use of these accommodations.
North Carolina Final Exams

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

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

North Carolina Final Exam Results Used as 20% of Final Grade
State Board policy TEST-016 states that “public schools shall use results from all course-specific operational assessments as a minimum of twenty percent (20%) of the student’s final grade for each respective course.” This requirement does not apply to
- “end-of-year assessments in grades 3–8;
  - Public schools may adopt policies to use results from end-of-year assessments in grades 3–8 elementary and middle school assessments as part of the student’s final grade
- students following the OCS Pathway;
- EL students in their first year in a U.S. school;
- effective with the 2019–20 school year and beyond, this requirement does not apply to students enrolled in a course during the initial implementation year of the new assessment for that course where scores are not immediately available due to standard setting; and
- Since the North Carolina Virtual Public School (NCVPS) is a supplement to public schools, determination of an NCVPS final course grade is the LEA’s decision. The LEA determines according to local policy how much the final exam will count (i.e., minimum of 20% or higher) in the student’s final grade for the course.”

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

Note: The administration of NCFEs is optional for charter schools. An exception to this policy is for charter school students enrolled in courses through the North Carolina Virtual Public School (NCVPS). These students must participate in the corresponding NCFEs.
**Eligible Students:**

- Regardless of the grade level in which the course is offered, a student enrolled in a course that requires an NCFE shall take the appropriate assessment at the completion of the course. This requirement does not apply to
  - students for science NCFEs at grades 4, 6, and 7 whose teachers have their test scores for the same year from the EOG tests of reading and/or mathematics and/or the social studies NCFEs, or
  - students for social studies NCFEs at grades 4, 5, 6, 7, and 8 whose teachers have their test scores for the same year from the EOG tests of reading, mathematics, and/or science, and/or science NCFEs.

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

- Students (including seniors) who are exempt from final exams by local board of education policy shall not be exempt from these assessments.
- Students who are identified as failing a course/grade/subject for which an NCFE is required shall take the appropriate assessment.
- Students repeating a course must take the NCFEs.
- Students with disabilities must participate in the NCFEs with or without accommodations.
- Students identified as ELs must participate in the NCFEs with or without accommodations.
- Transfer students must take the NCFEs. The NCDPI will determine membership, not the local school system.
- **All** students (including charter school students) enrolled in NCVPS courses that administer an NCFE shall participate in the administration of the NCFE (TEST-016).
- Students enrolled in Occupational Course of Study (OCS) courses that are taught jointly between the LEA/charter school and the NCVPS shall take the corresponding NCFEs (TEST-016).

**Ineligible Students:**

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

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

• Students attending the School of Math and Science are not eligible to participate in the NCFEs.

Testing Window
Test administrators must administer the secure NCFEs during the last five (5) days (4x4/semester courses) or the last ten (10) days (traditional yearlong schedule) of the instructional period. For school systems that were required to adjust their school schedules because of adverse weather conditions or other emergencies, the testing schedule should be adjusted to fall within the final five (5) days (4x4/semester) or last ten (10) days (yearlong) of the adjusted school year. Any student absent (i.e., not present) from the test administration must make up the test. The LEA/charter school test coordinator will specify how makeup tests are to be handled at the school and will schedule dates and times for completing makeup tests in each school so that all makeups are completed within the five- (semester) or ten-day (yearlong) testing window.

Per G.S. §115C-174.12(a)(4), exceptions may be permitted to allow testing of a student outside the designated testing window, including makeup dates. See Section D, subsection Request to Test a Student Outside the Testing Window in this handbook for information on the exceptions and the requirements and procedures for submitting a request. All requests must be submitted to the RAC for approval by the Division of Accountability Services/North Carolina Testing Program.

Testing Formats and Availability
For the 2019–20 school year, all NC Final Exams will be required online. A paper/pencil version is available for students who need to test in the paper mode for accessibility.

If LEAs/charter schools do not have the technology capability to support administering the required NC Final Exams online to students, a hardship request must be submitted through the Technology Hardship Request notification system in NCTest Admin. Do not e-mail, mail, or fax requests.

Approval from the NCDPI Accountability Services Division must be documented in the Technology Hardship Request notification system before paper/pencil tests can be ordered through the NC Education materials ordering page. These orders will be reviewed and verified by the Regional Accountability Coordinator (RAC) prior to processing/shipping.
Administration Time and Testing Schedule
The administration time for all NCFEs (elementary, middle, and high schools) is 120 minutes. No administration of the NCFEs may exceed the 120 minutes (except for students with documented special needs requiring accommodations, such as Scheduled Extended Time). The administration time does not include time for general instructions and breaks. The NCFEs must be administered in one school day (i.e., not over two or more days) except for students with documented special needs requiring accommodations, such as Multiple Testing Sessions. Refer to the following chart for the test administration times.

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

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

Scanning and Scoring Paper/Pencil North Carolina Final Exams
For all multiple-choice answer sheets only:
Multiple-choice answer documents will be scored locally.

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

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

The English III NCFEs will be scored in the order of receipt with priority given to students in grade 12. The responses to the constructed response items on the answer sheets are image scanned and then placed in a queue for scoring. Each item response is scored independently by multiple scorers. The student’s score is finalized, and the test record is exported to the NCDPI only when all constructed responses are scored and recorded in the test record.
As a result of this process, LEAs/charter schools may not receive scores for all students in a class on the same day. LEAs/charter schools must allow the full scoring window to pass for a given test day before contacting the Regional Accountability Coordinator (RAC) with concerns about missing student records.

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

After testing, the school test coordinator must use the provided shipping labels to send all NCFE answer sheets, all test books, and all ancillary materials back to TOPS via UPS. (UPS labels are provided by TOPS and will arrive with the test materials.) After all materials have arrived at TOPS, the answer sheets will be scored, and TOPS will transfer the files to Accountability Information Technology.
## Approved Accommodations for ONLINE and PAPER/PENCIL Administrations of the North Carolina Final Exams Only

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>ONLINE</th>
<th>PAPER/PENCIL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students with Disabilities/ Section 504</td>
<td>Students Identified as English Learners</td>
</tr>
<tr>
<td>Assistive Technology Devices</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Braille Edition (Full UEB)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Braille Writer/Slate and Stylus (Braille Paper)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Crammer Abacus</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Dictation to a Scribe</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Student Reads Test Aloud to Self</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Test Read Aloud (in English)</td>
<td>No–English I, III, and IV&lt;sup&gt;2&lt;/sup&gt;</td>
<td>Yes–All Other NCFEs</td>
</tr>
<tr>
<td>Interpreter/Transliterator Signs/Cues Test</td>
<td>No–English I, III, and IV&lt;sup&gt;2&lt;/sup&gt;</td>
<td>No</td>
</tr>
<tr>
<td>Large Print Edition</td>
<td>No&lt;sup&gt;3&lt;/sup&gt;</td>
<td>No&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>Magnification Devices</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Multiple Testing Sessions</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>One Test Item Per Page Edition</td>
<td>No&lt;sup&gt;4&lt;/sup&gt;</td>
<td>No&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>Scheduled Extended Time</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Marks Answers in Test Book</td>
<td>No&lt;sup&gt;5&lt;/sup&gt;</td>
<td>No&lt;sup&gt;5&lt;/sup&gt;</td>
</tr>
<tr>
<td>Testing in a Separate Room</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)</td>
<td>No&lt;sup&gt;6&lt;/sup&gt;</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<sup>1</sup> The NCFEs are available in both online and paper/pencil formats. For any NCFE, including those required online, students with disabilities can receive either a paper/pencil or online format of the assessment if there is a documented need in the student’s current IEP or Section 504 Plan.

<sup>2</sup> Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the English I, III, and IV assessments invalidates test results because the assessments measure reading skills. However, the test directions in the assessment guide may be read aloud and/or signed/cued during the administration of the tests.

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

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

<sup>5</sup>The Student Marks Answers in Test Book accommodation is not an applicable accommodation for the online assessments because the student’s responses are entered on the computer.

<sup>6</sup>Only students with disabilities who are also identified as ELs and have scored below 5.0 Bridging on the most recent administration of the reading domain of the WIDA Screener/ACCESS for ELLs<sup>8</sup> are eligible to receive this state-approved EL testing accommodation.

Note: To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of the appropriate use of these accommodations.
O. WIDA™ Screener Online and ACCESS for ELLs®

Identification of English Learners
Per SBE policy TEST-011, to be identified as English Learners (ELs), students indicating a language other than English on the Home Language Survey (HLS) must be assessed using the state EL identification test at initial enrollment. Thereafter, all students identified as ELs must be annually assessed using the state EL proficiency test.

- The W-APT™ is the state-identified EL proficiency identification assessment given to students in kindergarten and in the first semester of grade 1.
- The WIDA™ Screener Online is the state-designated EL proficiency identification test given to students in second semester grade 1 through grade 12.
  - **Testing Window.** Initial assessment of both the W-APT and the WIDA Screener is required within thirty (30) calendar days of enrollment. **Note:** School systems also have the option to initially assess language-minority students on the WIDA Screener Online up to thirty (30) calendar days before the start of school.
  - The WIDA Screener Online is also available as a paper-based assessment; however, the paper format is permissible only to individual students with disabilities who have documented accommodations in their IEPs or Section 504 Plans that dictate a paper/pencil format is necessary for accessibility.

- The ACCESS for ELLs® is the state-designated EL proficiency assessment administered annually to kindergarten through twelfth-grade students who have been identified as ELs.
  - All students identified as ELs must be assessed on all four ACCESS for ELLs subtests annually during the state-designated testing window. If one or more subtests cannot be administered, schools must follow the directions specified by the NCDPI.
  - **Testing Window.** Annual ACCESS testing must occur during the state-designated testing window. The 2019–20 testing window is January 27–March 6, 2020.
  - Online administration is required for the ACCESS for ELLs; however, the paper format is permissible for individual students with disabilities who have documented accommodations in their IEPs or Section 504 Plans that dictate a paper/pencil format is necessary for accessibility. **Note:** Kindergarten ACCESS for ELLs is paper-based.

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

- **Testing Window.** Administration of the Alternate ACCESS for ELLs must occur during the state-designated testing window. The 2019–20 testing window is January 27–March 6, 2020.
Participation in the Statewide Testing Program

SBE policy TEST-011 states that “students identified as ELs shall participate in the statewide testing program using either the standard test administration or the standard test administration with accommodations. Consistent with State Board policies TEST-003 and TEST-016, EL students in their first year in a U.S. school shall take required EOCs and NCFEs, but the test scores shall not be included as at least 20% of the student’s final grade for the course. This applies to reading, mathematics, science, and social studies EOC and NCFE assessments.”

Eligibility for Testing Accommodations

“Students who score below Level 5.0 Bridging on the reading domain of the WIDA Screener/ACCESS for ELLs, are eligible to receive state-approved EL testing accommodations on all state tests. Students who score Level 5.0 Bridging or above on the reading domain of the WIDA Screener/ACCESS for ELLs or exit EL status must participate in all state tests without accommodations” (SBE policy TEST-011).

<table>
<thead>
<tr>
<th>Domain</th>
<th>1 Entering</th>
<th>2 Emerging</th>
<th>3 Developing</th>
<th>4 Expanding</th>
<th>5 Bridging</th>
<th>6 Reaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Eligible to Receive State-Approved EL Testing Accommodations for All State Tests</td>
<td></td>
<td></td>
<td></td>
<td>Must Participate in the General State Test Administration without EL Testing Accommodations</td>
<td></td>
</tr>
</tbody>
</table>

Refer to the Guidelines for Testing Students Identified as English Learners publication for information on the accommodations available to eligible EL students for state-mandated test administrations. Refer to the WIDA ACCESS for ELLs North Carolina Policy and Procedures Guidance for Annual Testing publication for information regarding guidance on the state-approved accommodations for the WIDA Screener and the ACCESS for ELLs assessments.

Testing Accommodations for EL Students with Disabilities

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

The NCDPI has a partnership with ACT, a not-for-profit organization that provides educational assessment, research, information, and program management services. All North Carolina tenth-graders take the PreACT, and eleventh-graders take the ACT®. Students who are identified as Career and Technical Education (CTE) concentrators also take the ACT WorkKeys® assessment. These assessments measure what students have learned in their courses and help educators identify the information that students still need to learn to succeed in college or a career.

PreACT®

- The PreACT is administered to all tenth-graders.
- The PreACT simulates the ACT testing experience by providing students early exposure to ACT test-quality questions. The PreACT is reported on the same 1–36 score scale as the ACT, but PreACT has a maximum score of 35. The PreACT also provides a predicted ACT composite score range.
- The PreACT assessment includes four multiple-choice tests: English, math, reading, and science (no writing).
- The PreACT is designed to help parents and educators identify areas where students may need additional academic support or remediation. The PreACT can also help to initiate strategic conversations between parents and schools regarding dual enrollment decisions, identifying curriculum gaps, implementing interventions on behalf of students, and choosing Advanced Placement classes.
- The test window for administration is October 14–November 22, 2019.

ACT®

- The ACT is a curriculum- and standards-based assessment that evaluates eleventh-graders’ general learning outcomes in English, mathematics, reading, science, and writing.
- The English, mathematics, reading, and science tests are multiple-choice tests.
- The ACT writing test complements the English test. The combined information from both tests tells postsecondary institutions about students’ understanding of the conventions of standard written English and their ability to produce a direct sample of writing.
- The ACT is used as a college admissions and placement test and is accepted by all four-year colleges and universities in the United States.
- For paper/pencil administrations, the initial test date for the ACT is February 25, 2020. The makeup date is March 17, 2020.
- The ACT paper/pencil accommodations testing window is February 25–28, March 2–6 2020.
- For online administrations of the ACT, the testing window is February 25–27, March 3–5 2020, and the makeup online administration testing window is March 17–19, 24–26, 2020.
- Results from the statewide administrations of the ACT are available at [http://www.ncpublicschools.org/accountability/act/](http://www.ncpublicschools.org/accountability/act/)
ACT WorkKeys®

- Students who are identified as CTE concentrators are required to complete the ACT WorkKeys assessments.
- The three ACT WorkKeys assessments—Applied Math, Graphic Literacy, and Workplace Documents—are the basis of the ACT WorkKeys National Career Readiness Certificate (ACT WorkKeys NCRC) program.
- The Applied Math test measures critical thinking, mathematical reasoning, and problem-solving techniques for situations that occur in today’s workplace.
- The Graphic Literacy test measures the skills needed to locate, synthesize, and use information from workplace graphics. Workplace graphics come in a variety of formats, but all communicate a level of information. From charts to graphs, diagrams to floor plans, identifying what information is being presented and understanding how to use it are critical to success.
- The Workplace Documents test measures the skills people use when they read and use written text such as memos, letters, directions, signs, notices, bulletins, policies, and regulations on the job. The assessment is defined through a combination of the test complexity level of a reading passage and the skill elicited by the item.
- Students who achieve qualifying scores on the Applied Mathematics, Graphic Literacy, and Workplace Documents assessments can earn an ACT WorkKeys National Career Readiness Certificate (ACT WorkKeys NCRC) as well as a North Carolina Career Readiness Certificate at the Bronze, Silver, Gold, or Platinum levels of readiness. Certificates provide employers with proof that students have the skills needed to do the jobs available.
- The ACT WorkKeys standard and accommodated administrations for all students occurs December 2–13, 2019 and March 30–April 10, 2020.
- All WorkKeys testing must be administered online unless a paper/pencil format is necessary for accessibility for students with disabilities. Paper/pencil test materials must be ordered through ACT during the appropriate test material ordering window.
- Results from the statewide administrations of ACT WorkKeys are available at http://www.ncpublicschools.org/accountability/act/.
Q. North Carolina Alternate Assessments

This section contains information on the North Carolina Alternate Assessments.

- NCEXTEND1
- College and Career Readiness Alternate Assessments
- Alternate ACCESS for ELLs

Students with Only Section 504 Plans
Students with only Section 504 Plans are not eligible for participation in any of North Carolina's alternate assessments.

Students who have only a Section 504 Plan may participate in the standard test administration with or without accommodations as documented in their individual Section 504 Plan.

Students with Section 504 Plans who do not have a current IEP and who participate in one or more alternate assessments will have their test scores invalidated and removed from the end-of-year accountability database.

There are no exceptions to this policy except for those conditions listed under specific alternate assessments, as applicable.
NCEXTEND1
Grades 3–8, 10, and 11

NCEXTEND1 Alternate Assessments
The NCEXTEND1 alternate assessments of Reading and Mathematics at grades 3–8; Science at grades 5 and 8; English II, NC Math 1, and Biology at grade 10; and Grade 11 are designed for students with the most significant cognitive disabilities. The assessment process requires students to complete grade-level, multiple-choice items. The NCEXTEND1 alternate assessment items measure the content standards specified in the North Carolina Standard Course of Study Extended Content Standards for all assessed content areas. The assessments are administered individually to each student by an assessor.

Eligible Students
SBE policy ACCT-021 states that “all eligible students in membership (i.e., enrolled in a school) at grades 3 through 8 and 10 and in high school courses in which an EOC assessment is administered shall participate in the state assessment program adopted by the SBE. All students with disabilities who are included in membership, including those with IEPs and those identified under Section 504 of the Rehabilitation Act of 1973, shall participate in the state assessment program using one of the following assessments as appropriate and as determined by the student’s IEP or Section 504 Plan:

- The standard test administration with or without accommodations, or
- An alternate assessment with or without accommodations, if eligible.

To determine participation in the NCEXTEND1 alternate assessments, the following eligibility requirements must be met:
- The student has a current IEP.
- The student must be enrolled in grades 3–8, 10, or 11 according to PowerSchool. 
  Note: Only those students enrolled in eleventh grade for the first time are required to take the NCEXTEND1 alternate assessment at grade 11.
- The student must be instructed using the North Carolina Extended Content Standards in all assessed content areas (i.e., Reading, Mathematics, and Science).
- The student must have a significant cognitive disability.
  - The student’s disability significantly impacts adaptive behaviors, defined as those skills which are essential for someone to live and function independently.
  - The student requires extensive and repeated individualized instruction and support to make meaningful gains.
  - The student uses substantially adapted materials and individualized methods of accessing information in alternative ways.

The vast majority of students with disabilities do not have a significant cognitive disability. The NCEXTEND1 is not appropriate for students who
are being instructed in any or all of the assessed general grade-/course-level content standards of the North Carolina Standard Course of Study (i.e., Reading, Mathematics, and Science);
- demonstrate delays only in academic achievement;
- demonstrate delays only in selected areas of academic achievement;
- demonstrate delays owing primarily to behavioral issues; or
- if in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study Pathway).

Evidence for the decision to participate in NCEXTEND1 must not be based on
- a disability category or label;
- poor attendance or extended absences;
- native language/social, cultural, or economic differences;
- expected poor performance on the general education assessment;
- academic or other services the student receives;
- educational environment or instructional setting;
- percent of time receiving special education services;
- EL status;
- low reading level/achievement level;
- anticipated disruptive behavior;
- impact of student scores on the accountability program;
- administrative decisions;
- anticipated emotional distress; or
- need for accommodations to participate in the assessment process.

In rare cases, a medical exception may be requested for medically fragile students who are unable to participate in the test administration because of a significant medical emergency and/or condition. All medical exceptions must be approved by the Division of Accountability Services/North Carolina Testing Program.

**Testing Windows**


The testing window for all other NCEXTEND1 Alternate Assessments (i.e., grades 3–8 and 10) is the last ten (10) days of the school year. For school systems that were required to adjust their school schedules because of adverse weather conditions or other emergencies, the testing schedule should be adjusted to fall within the last ten (10) days of the adjusted school year. Any student absent (i.e., not present) for the test administration must make up the test. The LEA/school test coordinator will specify how makeup tests are to be handled at the school and will schedule dates and times for completing makeup tests in each school so that all makeups are completed within the (10) ten-day testing window.
Exception: Per G.S. §115C-174.12(a)(4), an exception to test outside the (10) ten-day testing window, including makeup days, “shall be permitted to accommodate a student’s IEP and Section 504 Plan.” (See Section D, subsection Requesting to Test a Student outside the Testing Window for additional information.)

Estimated Time for Test Administration
The NCEXTEND1 alternate assessments are administered individually to each student. The time required by a student to complete the assessment will be unique to each individual student, depending on the student’s ability to maintain focus, his or her medical condition and/or fatigue factor(s).

The NCEXTEND1 alternate assessments may be administered over several days or may be completed in one session. If a student routinely uses Multiple Testing Sessions during classroom instruction and similar classroom assessments, this accommodation should be documented in the student’s IEP so appropriate planning and scheduling can take place before testing. Multiple Testing Sessions is most appropriately used when a student is purposefully scheduled to take the assessment in specifically timed increments (e.g., three items a day over five days, 15-minute testing sessions, etc.). Otherwise, built-in breaks identified in the assessment design are most appropriate. The test design for the NCEXTEND1 alternate assessments allows breaks to be taken at any time during testing if the need arises, regardless of documentation in the student’s IEP. The assessor must use professional judgment to determine when a break is needed and what is an appropriate length of time for a student’s test administration. All test materials shall remain secure during all breaks.
Approved Accommodations for the NCEXTEND1 Alternate Assessments at Grades 3–8, 10, and 11 for Students with Current IEPs\(^1\)

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>Reading Grades 3–8 &amp; 10</th>
<th>Mathematics Grades 3–8 &amp; 10</th>
<th>Science Grades 5, 8, &amp; 10</th>
<th>Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Braille Materials (Full UEB)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Large Print Materials(^2)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Assistive Technology Devices</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Interpreter/Transliterator Signs/Cues Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magnification Devices</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)(^4)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Test Read Aloud (in English)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Testing Sessions</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Testing in a Separate Room</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Adaptations to NCDPI-Provided Manipulatives(^5)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

\(^1\) Students with \textit{only} Section 504 Plans (i.e., students who \textit{do not} have a current IEP that designates participation in an alternate assessment) \textit{are not} eligible for participation in any of North Carolina\'s alternate assessments. These students may participate in the standard test administration with or without accommodations as documented in their individual Section 504 Plans.

\(^2\) This accommodation may be used \textit{only} for the NCDPI-provided manipulatives (i.e., manipulative paper cards). Large print materials may be created by the assessor as needed for those students who routinely have print and visual materials enlarged for instructional use. The Selection Booklets used in NCEXTEND1 tests of Reading are provided for all students in 22-point font.

\(^3\) For the NCEXTEND1 Reading assessment at grades 3–8 and 10, all selections, questions, and answer choices are read aloud to all students, except the last selection. The last selection must be read independently by the student. Use of the \textit{Test Read Aloud (in English)} and/or \textit{Interpreter/Transliterator Signs/Cues Test} accommodations for the last selection will result in \textit{invalid item scores}. The NCEXTEND 1 Reading assessment at grade 11 has only one selection. The assessor must read the selection aloud to the student. The selection and items may be read as many times as necessary.

\(^4\) Only students with disabilities who are also identified as ELs and have scored below 5.0 Bridging on the most recent administration of the reading domain of the WIDA Screener/ACCESS for ELls\(^*\) are eligible to receive this state-approved EL testing accommodation.

\(^5\) Adaptations to NCDPI-provided manipulatives, such as raised lines, enlarged text/pictures, placement of pictures on information boards, and use of student-specific symbols \textit{are} allowed. Adaptations to NCDPI-provided manipulatives may be created by the assessor as needed for those students who routinely have adaptations to materials for instructional use. This accommodation may be used \textit{only} for the NCDPI-provided manipulatives.

\textit{Note:} To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of the appropriate use of these accommodations.
Purpose of the North Carolina College and Career Readiness Alternate Assessments at Grades 10 and 11

State Board policy ACCT-021 requires all students with disabilities to participate in the statewide testing program by taking either the general state-mandated tests with or without available accommodations or by participating in North Carolina alternate assessments with or without accommodations. To participate in alternate assessments, students must meet specific eligibility criteria established by the NCDPI, and the decision to participate in the alternate assessments must be documented in the current IEPs.

The College and Career Readiness Alternate Assessments (CCRAAs) at grades 10 and 11 are available for students with disabilities who are following a course of study that, upon their completing high school, may not lead to admission into a college-level course of study resulting in a college degree. The CCRAA at grade 10 is the alternate assessment for the PreACT™; the CCRAA at grade 11 is the alternate assessment for the ACT®. Students at grades 10 and 11 receive a single score based on how many test items they answer correctly on the CCRAA. Students’ scores from the CCRAA at grade 11 are included in participation of the ACT administration for accountability reporting but are not included for performance.

Eligible Students

To determine student participation in the CCRAA at grade 10 and grade 11, the following eligibility requirements must be considered:

**CCRAA at GRADE 10 Only:**
The student is enrolled in grade 10 according to PowerSchool. (Only eligible students enrolled in tenth grade for the first time are required to take the CCRAA at Grade 10.)

**CCRAA at Grade 11 Only:**
The student is enrolled in grade 11 according to PowerSchool. Eligible students who take the CCRAA will be included in participation of the ACT administration for accountability reporting but not for performance. Therefore, eligible students who are repeating the eleventh grade and have no record of a previous CCRAA score must take the CCRAA. If they do not, it will count against participation.

**CCRAA at Grades 10 and 11:**
- The student must have a current IEP.
- The student **DOES NOT** have only a current Section 504 Plan. Students with only Section 504 Plans (i.e., students who do not have a current IEP that designates participation in an alternate assessment) are not eligible for participation in any of North Carolina’s alternate
assessments. These students may participate in the standard test administration with or without accommodations as documented in their individual Section 504 Plans.

- The student exhibits severe and pervasive delays in all areas of conceptual, linguistic, and academic development as well as in adaptive behaviors, including communication, daily living skills, and self-care.
- The student is following a course of study that, upon completion of high school, may not lead to admission into a college-level course of study resulting in a college degree (i.e., the Occupational Course of Study).
- The student is not receiving instruction in the North Carolina Extended Content Standards. (Students receiving instruction in the North Carolina Extended Content Standards may be eligible for the NCEXTEND1 Alternate Assessments at Grades 10 and 11.)
- The student meets the criteria above AND has a written parental request for the administration of an alternate assessment (i.e., CCRAA). Note: Decisions regarding which assessments a student with disabilities will participate in must be made annually by the IEP team. Therefore, students’ current IEPs designating participation in an alternate assessment can serve as documentation of the written parental request.

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

**Testing Windows**

*Grade 10 Testing Window* The testing window (including makeups) for the CCRAA at grade 10 is October 14–November 22, 2019.


**Testing Formats and Availability**
The CCRAA at grades 10 and 11 are available in both paper/pencil and online formats.

**Makeup Testing**
Any student absent (i.e., not present) from the CCRAA at grade 10 or the CCRAA at Grade 11 test administration must make up the test. All makeups must be completed during the designated testing window(s). The LEA/school test coordinator will specify how makeup tests will be handled at the school and will schedule the dates and times for completing makeup tests in each school. Students in grade 10 must complete makeup testing within the October 14–November 22, 2019, scheduled testing window. Grade 11 students must complete makeup testing during the scheduled makeup window of March 17–20 and March 23–27, 2020.
Administration Time and Number of Test Items

The administration time for the CCRAA at grade 10 and grade 11 is 150 minutes. No administration may exceed 150 minutes (except for students with documented special needs requiring accommodations, such as Scheduled Extended Time). The administration time does not include time for general instructions and breaks. The tests must be administered in one school day (except for students with documented special needs requiring accommodations, such as Multiple Testing Sessions).

The tests are administered in a specific order (i.e., English first, followed by math, reading, and science. [The CCRAA at grade 11 contains a writing test which appears last.]) Students must not stop when they complete the questions for a subject-area section; they must continue working on the test questions until the test is completed or until time is called.

Refer to the following chart for the test administration times and numbers of items for all CCRAAs:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time (Minutes)</th>
<th>Subject Areas</th>
<th>Grade 10 Number of Items</th>
<th>Grade 11 Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration Time</td>
<td>150</td>
<td>English</td>
<td>14 Multiple-choice</td>
<td>13 Multiple-choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math</td>
<td>12 Multiple-choice</td>
<td>12 Multiple-choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading</td>
<td>6 Multiple-choice</td>
<td>8 Multiple-choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science</td>
<td>11 Multiple-choice</td>
<td>10 Multiple-choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing</td>
<td>N/A</td>
<td>1 Constructed Response</td>
</tr>
<tr>
<td>2 Three-Minute Breaks</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Instructions</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>168</td>
<td></td>
<td>43</td>
<td>44</td>
</tr>
</tbody>
</table>

For best practices, the North Carolina Testing Program strongly recommends schools schedule the CCRAAs so they do not interfere with lunch or bus schedules. All students, including students with special needs requiring accommodations, such as Scheduled Extended Time, must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.

CCRAA Scoring and Reporting

Students’ scores from the CCRAA at grade 11 are included in participation of the ACT administration for accountability reporting but are not included for performance. Students at Grades 10 and 11 receive a single score based on how many test items they answer correctly on the CCRAA.

Scoring of Online Assessments

The grade 10 CCRAA online assessment is scored during an overnight process, and scores are sent to the secure shell (SSH) by 6:30 a.m. the day after the assessment is completed. School system test coordinators will then be able to generate school rosters, class rosters, and individual reports.
Vendors will begin scoring the grade 11 CCRRA the morning after the test record is received and will return the scored online test electronically to the NCDPI within 72 hours (3 business days) of starting the scoring process. Test coordinators should therefore allow approximately five (5) business days to receive scored online test records.
As a reminder, a school may receive scored test records across multiple days for a group of students that tested on the same day. Student responses are scored in the order they are received by the vendor.

*Scoring of Paper/Pencil Assessments*
Answer sheets to be scored for the CCRAA at Grade 10 must be scanned and scored locally. (Charter schools must return the Grade 10 CCRAA answer sheets to be scored to the RAC for scanning and scoring.)

LEA/charter school answer sheets to be scored for the CCRAA at Grade 11 must be shipped to TOPS for scanning and scoring. TOPS will return the scored test records electronically to the NCDPI within seven (7) business days of starting the scoring process. LEAs/schools should allow eight (8) business days from the time TOPS receives the answer sheets to receive the test record.
Approved Accommodations for ONLINE and PAPER/PENCIL Administrations of the College and Career Readiness Alternate Assessments at Grades 10 and 11 Only¹

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>ONLINE² Students with Current IEPs</th>
<th>PAPER/PENCIL² Students with Current IEPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Technology Devices</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Braille Edition (Full UEB)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Braille Writer/Slate and Stylus (Braille Paper)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Cranmer Abacus</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Dictation to a Scribe</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Test Read Aloud (in English) ³</td>
<td>Yes⁴</td>
<td>Yes</td>
</tr>
<tr>
<td>Interpreter/Transliterator Signs/Cues Test ³</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Reads Test Aloud to Self</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Large Print Edition</td>
<td>No⁵</td>
<td>Yes</td>
</tr>
<tr>
<td>Magnification Devices</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Multiple Testing Sessions</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>One Test Item Per Page Edition</td>
<td>No⁶</td>
<td>Yes</td>
</tr>
<tr>
<td>Scheduled Extended Time</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Marks Answers in Test Book</td>
<td>No⁷</td>
<td>Yes</td>
</tr>
<tr>
<td>Testing in a Separate Room</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)</td>
<td>Yes⁸</td>
<td>Yes⁸</td>
</tr>
</tbody>
</table>

¹ Students with only Section 504 Plans (i.e., students who do not have a current IEP that designates participation in an alternate assessment) are not eligible for participation in any of North Carolina’s alternate assessments. These students may participate in the standard test administration with or without accommodations as documented in their Section 504 Plans.

² The CCRAA is available in both paper/pencil and online formats. For any assessment, including those required online, students with disabilities can receive either a paper/pencil or online format of the assessment if there is a documented need in the student’s current IEP.

³ The Test Read Aloud (in English) and the Interpreter/Transliterator Signs/Cues Test accommodations are available to eligible students for all sections of the CCRAAs (i.e., English, Math, Reading, Science, and grade 11 CCRAA writing).

⁴ The Test Read Aloud (in English) accommodation, when used within the online testing platform, is limited in the functionality of what text on the screen is read. Audio files are only available for item stems and answer choices. There are no audio files within the test environment for graphics, graphs, or tables within a test item, nor for application content, menus, embedded tools (e.g., Reset, Flag), error messages, warning/reminder messages, or section/test summaries. The test administrator must be aware of what is documented in the student’s IEP so this accommodation can be provided appropriately.

⁵ The Large Print Edition accommodation is not an applicable accommodation for online assessments because the font size can be designated as large font for any student before the test administration. If the size of the large font is not sufficient for a student because of his/her disability, this option may be used in conjunction with the Magnification Devices accommodation, or a Large Print Edition of the paper/pencil assessment may be ordered.

⁶ The One Test Item Per Page Edition accommodation is not an applicable accommodation for online assessments because all assessments are presented one test item at a time on the computer.

⁷ The Student Marks Answers in Test Book accommodation is not an applicable accommodation for the online assessments because the student’s responses are entered on the computer.

⁸ Only students with disabilities who are also identified as ELs and have scored below 5.0 Bridging on the most recent administration of the reading domain of the WIDA Screener/ACCESS for ELLs⁴ are eligible for this accommodation.

Note: To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of the appropriate use of these accommodations.
Alternate ACCESS for ELLs®

The Alternate ACCESS for ELLs is an option to the administration of the ACCESS for ELLs test for students in grades 1–12 who are classified as ELs 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 ELs who meet specific eligibility criteria.

Additional information on the Alternate ACCESS for ELLs, as well as sample items, can be found at http://www.wida.us/assessment/alternateaccess.aspx.

Features of the Assessment

- The Alternate ACCESS for ELLs is similar to the general ACCESS for ELLs in that it has four assessment domains (i.e., Listening, Reading, Writing, and Speaking).
- The Listening and Reading sections consist of multiple-choice questions.
- The Writing and Speaking sections prompt the student for a constructed response.
- Separate test forms are available for each grade-level cluster.
- All sections are adaptive, meaning that test items are presented until the student reaches his/her performance “ceiling.”
- All test sections are hand scored by the test administrator; each item must be scored before moving on to the next item.
- Students are provided with additional opportunities to demonstrate their English language proficiency through scripted cues in the Listening and Reading sections and auxiliary questions in the Speaking section.
- Modeled tasks are included in the Writing section that allow students to observe the test administrator perform the task before trying it.
- Other unique features of the test include simplified language, repetition of questions, increased graphic support, and larger testing materials.

Eligibility Criteria

The Alternate ACCESS for ELLs is designed only for a small population of ELs with significant cognitive disabilities. To determine student participation in the Alternate ACCESS for ELLs, the following criteria must be met:

- The student has a current IEP that reflects the student meets the eligibility criteria for the Alternate ACCESS for ELLs.
- The student must be instructed using the North Carolina Extended Content Standards in all assessed areas (i.e., reading, mathematics, and science).
- The student must have a significant cognitive disability.
  - The student’s disability significantly impacts adaptive behaviors, defined as those skills which are essential for someone to live and function independently.
  - The student requires extensive and repeated individualized instruction and support to make meaningful gains.
  - The student uses substantially adapted materials and individualized methods of accessing information in alternative ways.
• The student’s ACCESS for ELLs scores from the prior year yielded not applicable (NA) across any or all domains or yielded a composite score of less than 2.0. (If scores are 2.0 or above, the student does not qualify for the Alternate ACCESS for ELLs and must continue to take the regular ACCESS for ELLs.)
• If the student does not have ACCESS for ELLs scores from the prior school year, the student’s WIDA Screener or WIDA ACCESS Placement Test (W-APTTM) results must have a proficiency level of 1 in all applicable domains.

Training
The Division of Accountability Services will work with WIDA to provide training to all prospective administrators of the Alternate ACCESS for ELLs. Information on training options will be sent to LEA/schools and English as a Second Language (ESL) coordinators. Qualifications for test administrators are the same as those listed in the WIDA ACCESS for ELLs—North Carolina Policy and Procedure Guidance for Annual Testing 2019–20.

Test Materials
The Division of Accountability Services will provide instructions on the ordering of Alternate ACCESS for ELLs test materials.

Scoring
The current design and scoring rubric for the Alternate ACCESS for ELLs allows for a maximum composite score of 2.0. While this scoring range does not meet the minimum score for exiting from EL eligibility, it does offer this small population of students the opportunity to show growth in learning the English language. The WIDA Consortium will continue to refine and improve this instrument so that proficient scores may be derived in the future.
R. National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what America’s students know and can do in various subject areas. The NAEP has two types of assessments, main and long-term trend. Main assessments are conducted in a range of subjects with fourth-, eighth-, and twelfth-graders across the country. Assessments are given most frequently in mathematics, reading, science, and writing. Other subjects, such as the arts, civics, economics, geography, and U.S. history, are assessed periodically.

Long-term trend (LTT) assessments measure student performance in reading and mathematics, using some questions repeatedly to ensure comparability across the years. The LTT assessments allow the performance of today’s students to be compared with those from more than 40 years ago and inform the development of new assessment instruments that reflect current educational content and assessment methodology. The LTT assessments are administered every four years.

Since NAEP assessments are administered uniformly using the same sets of test questions across the nation, NAEP results serve as a common metric for all states and select urban districts. The assessments stay essentially the same from year to year, with only carefully documented changes. This uniformity permits the NAEP to provide a clear picture of student academic progress over time.

Participation and Sampling

In accordance with the Every Student Succeeds Act (ESSA) signed by President Obama on December 10, 2015, NAEP administrations in reading and mathematics (which began in 2003) are required at grades 4 and 8 every other year in all states. In North Carolina, SBE policy TEST-001 requires all selected schools to participate in the NAEP; however, at the student level, participation in the NAEP is voluntary. ESSA allows either students or parents to refuse to participate.

For each main NAEP administration, a sample of students is drawn from both public and nonpublic schools at grades 4, 8, and 12. (ESSA requires reading and mathematics assessments at grade 12 on a nationally representative basis at a minimum of every four years.) For each LTT assessment, a sample of students at ages 9, 13, and 17 is drawn from both public and nonpublic schools. All sampling for the NAEP assessments is conducted at the national level. The sample of schools and students is chosen in a two-stage sampling process. First, the sample of schools is selected by probability sampling methods. Then, within the participating schools, random samples of students are chosen.

NAEP Test Results

The NAEP test results include data on subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., all fourth-graders) and groups within those populations (e.g., female students, Hispanic students). The NAEP does not provide scores for individual students or schools, although states can report NAEP results for selected, large urban districts. NAEP results are based on representative samples of students at grades 4, 8, and 12 for
the main assessments or samples of students at ages 9, 13, or 17 years for the LLT assessments. These grades and ages were selected because they represent critical junctures in academic achievement.

**NAEP Assessment Schedule**

All Trial Urban District Assessments (TUDA), main, and state assessments take place from mid-January through March. All LLT assessments take place from October through May. Results for NAEP assessments are reported in The Nation’s Report Card. Results are published for math, reading, science, and writing assessments six months to a year after the assessment is complete.

**Additional Information on NAEP**

S. Field Testing and Special Studies

Field Testing and Special Studies
A modification of the North Carolina Testing Program’s field test design was presented at the November 2017 meeting of the State Board of Education. As presented to the Board, the modification of the field test design no longer requires a stand-alone field test administration. By utilizing the existing field test slots on the operational assessments, stand-alone field tests are unnecessary. As with all experimental items, which do not count toward or against a student’s score, these items will be indistinguishable from the operational items and should not interfere with a student’s test-taking experience. Benefits from changing to this model include having no field test materials to process and schools not having to lose instructional days for field test administrations.

An exception to the field test modification plan is the NCEXTEND1 Alternate Assessments for end-of-grade (EOG) and end-of-course (EOC) testing. There are only a small number of students with significant cognitive disability at each grade level who are eligible to participate in the NCEXTEND1 Alternate Assessments. In order to gather enough usable data on the experimental items, a stand-alone field test is necessary.

General Statute §115C-174.12(a): Responsibilities of Agencies
As specified in General Statute §115C-174.12(a), “the State Board of Education shall establish policies and guidelines necessary for minimizing the time students spend taking tests administered through State and local testing programs, for minimizing the frequency of field testing at any one school, and for otherwise carrying out the provisions of this Article. These policies and guidelines shall include the following:

1. Schools shall devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning;
2. Students in a school shall not be subject to field tests or national tests during the two-week period preceding the administration of end-of-grade tests, end-of-course tests, or the school’s regularly scheduled final exams; and
3. No school shall participate in more than two field tests at any one grade level during a school year.”

“The Superintendent shall notify local boards of education by October 1 of each year of any field tests that will be administered in their schools during the school year, the schools at which the field tests will be administered, and the specific field tests that will be administered at each school. . . . Local boards of education shall cooperate with the State Board of Education in implementing the provisions of this Article, including the regulations and policies established by the State Board of Education.”
T. Testing News Network (TNN)

As a service of the NCDPI, the Testing News Network (TNN) is the information source of the testing program of North Carolina Public Schools. Its development began in August 1995 and is supported by the Technical Outreach for Public Schools (TOPS) at North Carolina State University. Its dual missions are to

- provide secure dissemination of information to local school system test coordinators, and
- index critical events, policies, reports, communications, process details, and software upgrades for the testing programs of North Carolina Public Schools.

Information is placed on the TNN for electronic access by LEA/school test coordinators, NCDPI Accountability staff, and the TOPS staff at North Carolina State University. Persons other than these must obtain written permission from the NCDPI Division of Accountability Services to access and use this information.
North Carolina’s Implementation Guide for Credit by Demonstrated Mastery (CDM)

North Carolina’s Implementation Guide for Credit by Demonstrated Mastery (CDM) is provided by the SBE and the NCDPI to help LEAs and charter schools implement the CDM policy CCRE-001. The Implementation Guide for Credit by Demonstrated Mastery offers specific implementation guidelines addressing how students can earn course credit in a manner that does not require specific seat-time requirements. The Implementation Guide for Credit by Demonstrated Mastery, Frequently Asked Questions, and the CDM Toolkit may be found on the NCDPI’s Credit by Demonstrated Mastery at [http://www.ncpublicschools.org/advancedlearning/cdm/](http://www.ncpublicschools.org/advancedlearning/cdm/).

Process for Requesting Testing Exceptions Based on Significant Medical Emergencies and/or Conditions

There may be some rare circumstance in which a student cannot take a state assessment during the testing window, including makeup dates, because of a significant medical emergency or condition. Examples include, but are not limited to, circumstances involving students who are in the final stages of terminal or degenerative illnesses, comatose, or receiving extensive short-term medical treatment because of a medical emergency. Under these circumstances, a school may request from the Division of Accountability Services/North Carolina Testing Program a testing exception for the student. If a medical exception is granted, the student remains enrolled in the school during this period; however, the student does not take the assessment(s), and the school does not include the student when calculating participation rates. Please note, because of time constraints, only those requests received on or before the deadlines published in the annual Request for Testing Exceptions Based on Significant Medical Emergencies and/or Conditions memo and process will be reviewed by the Division of Accountability Services/North Carolina Testing Program.

Policies and Procedures for Students Receiving Services at a Visited School

Accountability policies and procedures regarding students receiving services at a visited school apply to all public school students in grades K–12.

Per General Statute § 115C-366, it is the responsibility of the LEA to assign a base school for each child of school age residing within the LEA who qualifies under the laws of North Carolina for admission to a public school. All students under the age of twenty-one (21) years who are domiciled in a school administrative unit and who have not been removed from school for cause, or who have not obtained a high school diploma, are entitled to all the privileges and advantages of the public schools to which they are assigned by the local boards of education (G. S. § 115C-366 [a]). Any child with a disability who is receiving special education and related services and has not graduated from high school with a regular diploma is eligible to continue to receive a free,
appropriate public education until the end of the school year in which that child reaches the age of twenty-two (22) (G. S. § 115C-107.1[a][2]). IDEA Regulations at 34 CFR 300.116(e) specify that in determining the educational placement of a child with a disability, each public agency shall ensure that the child is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum. In order to exercise this responsibility for determining the least restrictive environment, the teams’ decision-making process would need to begin within the context of an age-appropriate classroom.

A LEA/school may decide that it is in the student’s best interest to receive services at another school or from a service provider that is not part of the school system. These courses or services may be educational or special needs, such as those for children with disabilities or for ELs. In these instances, the base school still assumes responsibility for the student’s education.

With the permission of the LEA a school has the right to allow a non-NC public school student to attend. In doing so, the school accepts responsibility for the student’s education.

It is important that LEAs and schools understand the policies and procedures for including all students attending a school (whether in membership, cross enrolled, or visiting) in the State Testing and Accountability Programs.

- Students who are cross enrolled or are visiting a school are required to participate in the state’s testing program, if eligible.
- Eligibility is determined by the North Carolina Testing Program and includes, but is not limited to, grade-level and course enrollment. Specific eligibility requirements are published each year and can be found in the assessment guides.

The policies and procedures for reporting test results apply.

- If there is a base school, test results go back to the base school and are included in the accountability results of the base school.
- If there is no base school, test results remain at the visited school and are included in the accountability results of the visited school.

The following pages contain additional information on policy and procedures regarding students receiving services at a visited school.

**Definition of Terms**

1. **Average Daily Membership:** Average Daily Membership (ADM) is a count of students in membership who receive an elementary, middle, or secondary education at public expense. To be included in ADM, a student must have a class schedule that is at least one-half of the school’s instructional day. Students who have a schedule less than one-half of an instructional day must be assigned as visiting students and are not included in ADM.
2. **Base School:** The base school is the school in which the student is reported for ADM (i.e., in membership). A LEA cannot serve as a base school. Each local board of education is authorized and directed to provide for the assignment to a public school (i.e., base school) of each child residing within the LEA who is qualified under the laws of North Carolina for admission to a public school (G. S. § 115C-366).

3. **Cross-Enrolled School:** A cross-enrolled school is a school other than the student’s base school that provides a course(s) or educational services to the student that are not available at the student’s base school.

4. **Cross-Enrolled Student:** A cross-enrolled student is in membership at the base school but is taking a course(s) or receiving educational services at another school.

5. **Visited School:** The visited school is the school in which the student takes a course(s) or receives educational services. The student is not reported in ADM (i.e., membership) at the visited school. A LEA cannot serve as a visited school.

6. **Visiting Student:** A visiting student is not in ADM at a base school but is taking a course(s) or receiving educational services at a visited school.

7. **Community Residential Centers, Developmental Day Centers, or Contracted Service Providers:** LEAs furnishing special education and related services to children with disabilities may contract with private special education facilities or service providers to furnish any of these services that the public providers are unable to furnish (pursuant to G. S. § 115C-111.2).

8. **Clustered EC Students** (Term for accountability purposes): Clustered EC students are students with disabilities (with current Individualized Education Programs [IEPs]) who may be grouped in a school other than their school attendance area. EC students must be administered all required state tests. The test results of these students may be electronically moved to an attendance area school determined by the LEA. Their test results are included in the accountability results of that school.

**Cross-Enrolled Students Within the Same LEA—A cross-enrolled student’s test results are included in the accountability results at the base school.**

There are several contexts in which students may be cross enrolled (i.e., attending two different schools). For accountability purposes, the base school and visited school should adhere to the following procedures regarding cross-enrolled students:

- The base school should have a master schedule for the cross-enrolled student. The master schedule for the cross-enrolled student should
  - include all classes/courses taken at the base school and include each class/course taken at the visited school; and
  - use appropriate state course codes.
• The base school is responsible for ensuring the cross-enrolled student is administered all required state tests.

**Visiting Students**—A visiting student’s test results are included in the accountability results at the visited school.

There are several contexts in which a student may be a visiting student (i.e., attending a school without a base school). For accountability purposes, the visited school should adhere to the following procedures for students who are visiting but do not have a base school:

• PowerSchool should record the student as visiting and not in ADM.
• The visited school should have a master schedule for the student. The master schedule for the student should
  o include all courses taken at the visited school, and
  o use appropriate state course codes.
• The visited school is responsible for ensuring the student is administered all required state tests.
• If the visited school administers a state test to the student, the student’s test results (i.e., EOC and EOG) remain at the visited school and are included in the visited school’s accountability results.
  o For paper/pencil administrations, the answer sheet, which contains the student’s responses, must be scored under the visited school’s header sheet and included in its accountability results.

**Examples for Clarification**
The following are examples and guidelines regarding requirements to test cross-enrolled and visiting students.

1. **Foreign Exchange Students**: The LEA/school is responsible for ensuring all required state tests are administered to foreign exchange students. The student is enrolled in a visited school as a visitor and not counted in ADM. Test results remain at the visited school and are included in the visited school’s accountability results.

2. **Private School or Home-Schooled Students**: The LEA/school agrees to allow a private school or home-schooled student to take a class(es)/course(s) at the visited school. The LEA/school is responsible for ensuring all required state tests for the class/course the student is enrolled in are administered to the visiting student. Because there is no base school, test results remain at the visited school and are included in the visited school’s accountability results.

3. **Nondomiciliary Students Attending an NC School Pursuant to an Agreement with a LEA/School**: In some instances, pursuant to an agreement with the LEA/school, students may be admitted to a North Carolina school in which they are not domiciliary. For example, a student’s family may live in Virginia and one of the parents teaches in North Carolina. The parent brings his/her child (pursuant to an agreement with the LEA/school) to attend the school in which he/she teaches. The student is not reported in ADM but is eligible to take state tests in the class(es)/cours(es) the student is taking through the school. The LEA/school is
Note: The student is eligible for a North Carolina high school diploma.

Note: Nondomiciliary Students Meeting Specific Requirements. A student who is not domiciliary of a LEA/school may attend, without payment of tuition, the public schools of that LEA/school if the student resides with an adult domiciliary of that unit as a result of the death, serious illness, or incarceration of a parent or legal guardian; the abandonment by a parent or legal guardian; the inability of the parent or legal guardian to provide adequate care and supervision because of his/her physical or mental condition; or the loss or uninhabitability of the student’s home as a result of a natural disaster. The student must not be under a term of suspension or expulsion, and affidavits must be completed by the adult with whom the student resides and the student’s parent, guardian, or legal custodian (G.S. § 115C-366). If a student meets the requirements of G.S. § 115C-366, the student is in ADM. Therefore, this is the student’s base school. The LEA/school is responsible for ensuring all required state tests are administered to the student. Test results are used for accountability results at the base school.

4. Nondomiciliary Students Attending an NC School as a Result of the Parents’ or Legal Guardians’ Active Military Deployment: Pursuant to General Statute § 115C-366 (1) (g), a student who is a nondomiciliary of North Carolina as a result of his or her parents’ or legal guardians’ active military deployment may attend, without payment of tuition, public schools within a LEA or a specific school if the student meets the following requirements: (1) the student resides with an adult who is a domiciliary of the LEA/school, (2) the period of deployment is thirty (30) days or longer, and (3) the school is provided evidence of the deployment along with the affidavits required under subdivision (3) of subsection (a3) of this Statute. If a student meets the requirements of G.S. § 115C-366, the student is in ADM at a base school within the district. Therefore, the LEA/school is responsible for ensuring all required state tests are administered to the student. Test results are included in the accountability results at the base school.

5. Special Education Services: LEAs/schools furnishing special education and related services to children with disabilities may contract with community residential centers, developmental day centers, or contracted service providers to furnish services that the public providers are unable to furnish (pursuant to General Statute § 115C-111.2). Title IX Part A, Section 9101 of the Every Student Succeeds Act (ESSA) states:

“(D) CHILDREN WITH DISABILITIES. If a local educational agency makes a tuition payment to a private school or to a public school of another local educational agency for a child with a disability, as defined in section 602 of the Individuals with Disabilities Education Act, the Secretary shall, for the purpose of this Act, consider the child to be in attendance at a school of the agency making the payment.” The child is not considered to be in attendance at a school of the agency receiving the payment.

All agencies not associated with local school administrative units, the Department of Health and Human Services, or the Division of Juvenile Justice must meet standards that apply to
state and local educational agencies and secure the rights the students would have if served by the state or local educational agency.

a. Community Residential Centers: Pursuant to General Statute § 115C-366 (a1), children living in and cared for and supported by an institution established, operated, or incorporated for the purpose of rearing and caring for children who do not live with their parents are considered legal residents of the LEA in which the institution is located. These children are eligible for admission to the public schools of the local school administrative unit as provided in this section. For additional information that outlines in more detail the steps community residential centers are to follow see Section U, subsection Community Residential Centers—Testing Policy.

Example: A student residing in County A goes to live at a residential center in County B. As soon as the student becomes the ward of the residential center in County B, the student is no longer in membership in County A. County B must select a school within County B and enroll the student as a visitor. County B is responsible for the educational services of the student. All required state tests must be administered to the student. Test results are used for accountability results at the base school.

b. Developmental Day Centers: Special education and related services are provided to eligible children with disabilities who are placed in accredited developmental day centers by local education agencies.

Example: If the LEA cannot provide services for a student, the LEA may place the student in a developmental day center. In this case, the student is enrolled at a base school in the LEA; the developmental day center becomes an extension of the school. The LEA is responsible for testing the student on all required state tests. The test results are included in the accountability results at the base school.

Example: If a LEA has made a free and appropriate public education available in the LEA and the parents of a child elect to place the child in a developmental day center for educational services, the LEA is not responsible for the cost of education, nor is the student required to be tested.

c. Contracted Service Providers: The LEA/school may contract with service providers to furnish services that public providers are unable to furnish.

Example: A student in County A needs an educational service that is only available in County B. County A contracts with County B for the service. ADM for the student remains in County A. County A is responsible for ensuring all required state tests are administered to the student. Test results are used for accountability results at the base school in County A.
d. Parentally placed private/home school students who receive services through a service plan are not required to be tested.

Example: LEAs/schools are required to ensure equitable participation to students with disabilities. In cases where a parentally placed student in a home school attends a public school through a service plan, such as speech therapy, the student may be enrolled as a visitor. The student is not eligible for participation in the North Carolina Testing Program unless the student also enrolls in a content area course. In this case, refer to letter e below.

e. If the parent/legal guardian contracts with the LEA/school for a course, then the student needs to be tested. The LEA/school is responsible for ensuring all required state tests are administered to the visiting student. Because there is no base school, test results remain at the visited school and are included in the visited school’s accountability results.

f. In a situation in which North Carolina publicly places a student in a private facility during the school year, the LEA and base school are responsible for ensuring all required state tests are administered.

- The LEA/base school is responsible for notifying the private facility of the required tests, policies, and procedures, and for arranging the test date and location. If the private facility will administer the state test(s), the LEA and base school must ensure all security policies and procedures are maintained.

- For accountability purposes, the test results of such a student must be included in the accountability results at the base school.

6. **Summer Program Students Taking EOC and EOG Tests:** The summer program is an additional learning opportunity that occurs outside of the regular academic calendar. Assessments taken at the end of a summer program must be completed before the end of the current accountability year and uploaded to the NCDPI by the defined end of accountability year date. Accountability results will be attributed to the base school for the student in the spring of the accountability year.

7. **Summer School Students Taking EOC Tests:** Summer school takes place during the summer and provides students the opportunity to participate in a high school course in one of two ways:

   1. **Course for Credit**

   - Students receiving instruction in courses that require the administration of the EOC assessment and having obtained a proficient score previously on the EOC test may use the proficient score as at least 20 percent of their final grade, or they may elect to take the appropriate EOC assessment at the completion of the course. Students who have not obtained a proficient score
on the EOC assessment before 2019-20 must take the appropriate EOC assessment at the completion of the course.

2. Credit Recovery
   - Students receiving instruction in credit recovery courses may be administered the appropriate EOC assessment no later than thirty (30) days after completion of the course.

Summer school test scores are returned to the base school the student attended in the spring for inclusion in the accountability results for the new accountability year. Students who have a previous EOC score will have the summer school EOC score attributed to accountability data if the new score is higher than any previous assessment score.

Example: Student A attended school at School X in the spring of 2018–19. This student then attended summer school at School Y in July of 2019. The student’s resulting EOC score will be attributed to School X in the 2019–20 school year.

8. Clustered EC Students: It is a LEAs decision as to where test results from clustered students with disabilities with current IEPs will count for accountability purposes. If students are appropriately cross-enrolled in PowerSchool to a school within a LEA for instructional purposes, the students will have their scores sent to the base school as defined in PowerSchool. If a student is not scheduled in this manner, LEAs may complete the ACCHOME process to have the student’s accountability measures attributed to the appropriate school.

9. Hospital/Homebound: Educational services for hospital/homebound students are typically provided at a home or hospital by LEA/school personnel. If a student is confined at home or in a hospital, is unable to attend the base school, and is receiving homebound instruction from his/her base school/district, the student is considered hospital/homebound. Once LEA/school personnel have made contact (i.e., a face-to-face meeting) with the student to provide instruction, the student should be counted present for the span of time during which regularly scheduled hospital/homebound instructional services are delivered. (Supporting documentation should be maintained at the school.) The base school is responsible for ensuring that all required state tests are administered. Medical exceptions can be submitted, if appropriate. For accountability purposes, the test results of a hospital/homebound student must be included in the accountability results at the base school.

10. Virtual Public Schools (NCVPS): The NCVPS is not responsible for administering state tests. The base school is responsible for administering all required state tests. Test results shall be included in the accountability results at the base school.

11. Learn and Earn Early College High Schools: Learn and Earn Early College High Schools provide students with the opportunity to complete high school with a high school diploma and an associate degree or two years of transferable credit at no cost to the student. In order to participate in Learn and Earn, students must meet the course prerequisites set by the participating college or university. The base school is responsible for administering all required
state tests. Test results shall be included in the accountability results at the base school. The graduation data is reported for the school where the student is included in ADM.

12. **Community College Courses:** A public school student taking a community college course must be enrolled with the appropriate state course code designated for community college courses. Community college officials have the responsibility for verifying eligibility and acceptance of the articulated course or courses on a student’s high school transcript. For credit to be awarded in any individual course, all criteria of the Commission on College, Southern Association of Colleges and Schools (SACS) must be met. The base school is responsible for administering all required state tests. Test results shall be included in the accountability results at the base school.

13. **Teacher-in-Treatment Programs:** Teacher-in-Treatment Programs are located at centers across the state, but the centers are not affiliated with a LEAs/schools. Students who are participating in a Teacher-in-Treatment Program should remain in membership in their base school. Days of participation at the center should be posted as absences. The base school is responsible for administering all required state tests. Test results shall be included in the accountability results at the base school.

14. **North Carolina Department of Public Safety Division of Juvenile Justice (DJJ):** The DJJ facilities are responsible for administering all required state tests. Scores are not included in accountability results.

15. **Extended Day Program.** For students who attend an extended school day program and are in membership at a base school, the base school is responsible for administering all required state tests. Test results shall be included in the accountability results at the base school.

16. **Vocational and Career Centers:** Students can take special vocational courses as well as academic courses at Vocational and Career Centers. The student must be enrolled in the course at the base school. The base school is responsible for administering all required state tests, and test results shall be included in its accountability results.

17. **Schools Housed in the Same Building:** There are several instances where two schools, each having different school codes, are housed in the same building (e.g., a S.T.E.M. school and a traditional school). For example, School A has school code XXX and School B has school code YYY. If a student is enrolled in School A and walks down the hall to take a class in School B, the student should be cross-enrolled at School B. School A assumes responsibility for the education of the student and must ensure the student is administered all required state tests. Test results shall be included in the accountability results at School A, which is the base school.

**Community Residential Centers—Testing Policy**
Children living in, cared for, and supported by an institution established, operated, or incorporated for the purpose of rearing and caring for children who do not live with their parents are considered legal residents of the local school administrative unit in which the institution is located. These
children are eligible for admission to the public schools of the local school administrative unit as provided in this section. All required state tests must be administered to these students. Test results are used for accountability results at the base school.

The steps LEAs should follow for testing students at community residential centers are as follows:

1. Assign students at community residential centers to a base school.
   a. Assign the students at grades 3–12 who are served by a community residential center to a base school that includes their grade configuration. Grades 3–12 cannot use school code 292 or any other school code under 300. Students must be assigned to an actual school in the LEA. The LEA can determine which base school the scores will go to.
   b. Only students at grades PP, PK, K, 1, 2, and 12 or 13 (for students with disabilities who have completed the twelfth grade but have not graduated from high school and continue to receive a free appropriate public education until the end of the school year in which they reach the age of 22) can use school code 292 as their base school number.

2. The LEA is responsible for ensuring all required state tests are administered to the students. Test results are included in the accountability results at the assigned base school.

3. The LEA test coordinator is responsible for ensuring all testing policies and procedures are implemented at the community residential centers and security of materials is maintained at all times.

4. LEAs have two options available for assigning test administrators at community residential centers:
   a. Designated staff who are employed by the LEA and have received training in the appropriate test administration(s) can administer the required tests to the students residing at the community residential centers.
   b. Community residential staff members who provide instruction to the student(s) residing in the center may attend test administrator training provided by the LEA accountability staff and administer the required test(s) to their students. The following procedures apply for this option:
      i. Community residential staff must attend face-to-face test administration training, including training on the guidelines for the use of accommodations, conducted by the LEA before the administration of any state-required test(s).
      ii. A test security agreement by and between the LEA and community residential center and its employee(s) must be signed at the time of training and kept on file at the LEA. The agreement is to ensure compliance with all state policies and procedures pertaining to the administration of secure state tests, test administrator training, irregularities reporting, materials handling, and test security, (the LEA assumes responsibility for test security).
      iii. For online assessments and NCXTEND1, the LEA will need to work with each community residential center test administrator to create an NC Education account. LEA test coordinators must ensure that these accounts have proper roles and permissions. On days before testing, the LEA test coordinator must go under the district tab on the enrollment screen and add students to the appropriate course. LEA test coordinators must ensure all pre- and post-test activities are completed for online assessments as described in the appropriate online assessment guides (e.g., scheduling test windows,
ensuring proper entry of student interface questions (SIQ), and meeting all technology requirements).

iv. For paper/pencil administrations, all students’ answer sheets must be placed under a header sheet by grade and by test with the “teacher name” area used to identify the actual community residential teacher’s name. The “school name” area must be completed on the header sheet so that the LEA code is the three-digit number of the local school administrative unit in which the community residential center is located, and the school three-digit code is that of the students’ assigned base school.

v. In some instances in which the LEA has a current, signed security agreement between the community residential center and the LEA ensuring the security of all student data, the community residential center employees who are trained as test administrators may be provided access to the Every Child Accountability and Tracking System (ECATS). The LEA assumes responsibility for test security. For community residential center employees who are trained as test administrators but have not been given access to ECATS, the LEA test coordinators must make arrangements to provide community center teachers with the necessary student accommodation information for testing purposes.

**Released Test Forms**

In an effort to increase public awareness of tested material, the NCDPI releases one form of each test for each grade level and subject tested. These released test forms will not be used as part of test administrations provided to school systems. Released test forms may be used by school systems to help acquaint students with valuable test-taking strategies in summative assessment situations. These strategies may include managing time, following directions, understanding reading selections, and thinking through how to select the correct answer. Released test forms may also be used by parents and the general public in gaining a greater understanding of how the state-adopted standards are measured. These materials and the information contained within must not be used for personal or financial gain.

Released test forms, released test items, and supplemental information for EOG, EOC, and NCExtenD1 assessments may be found on the NCDPI website at the following address: [http://www.ncpublicschools.org/accountability/testing/releasedforms](http://www.ncpublicschools.org/accountability/testing/releasedforms).

Released test forms and released items for the NCFEs may be found at [http://www.ncpublicschools.org/accountability/common-exams/released-items/](http://www.ncpublicschools.org/accountability/common-exams/released-items/).

Released online forms can be found through the NCTest apps, secure browser, and via links on the following webpages:
- [http://www.ncpublicschools.org/accountability/testing/releasedforms](http://www.ncpublicschools.org/accountability/testing/releasedforms)

**Note:** Copyright Information. The released forms for the North Carolina End-of-Course Test of English II and the North Carolina End-of-Grade Tests of Reading may not include all of the reading
selections. Because of budget constraints and the reluctance of copyright holders to grant printing rights via a website, the NCDPI has obtained permission only for Web viewing of these selections. The download or use of these copyrighted materials is restricted by applicable license agreements obtained by the NCDPI and copyright law (Title 17, United States Code). Permission to use any copyrighted material must be obtained directly from the respective copyright holders. To contact the copyright holder, please see the Acknowledgements from each test form.

**Assessment Briefs**
Assessment Briefs are publications that contain information related to testing and accountability. Assessment Briefs can be found on the NCDPI’s website at the following address: [http://www.ncpublicschools.org/accountability/testing/shared/abriefs](http://www.ncpublicschools.org/accountability/testing/shared/abriefs) available to school and LEA users only.

**NC School Report Cards**
The North Carolina School Report Cards provide information about K–12 public schools for local school systems and for the state.

Each report card includes a school or district profile and information about student performance, safe schools, access to technology, and teacher quality. By reviewing report card data, parents and others can learn more about school progress and resources.

**Reports of Student Performance**

**Assessment Guides** (Testing News Network [TNN] users only)
Assessment guides are available online and in print for each state-mandated test. These separate publications provide information and directions for administering tests and preparing documents for return to the test coordinator. Assessment guides are not considered secure test materials.
V. Contact Information

Regional Accountability Coordinators (RACs) Directory
Contact Information

Regional Computing Consultants (RCCs) Directory
Contact Information

NCDPI Accountability Services Directory
Mailing Address, Physical Address, General Phone Numbers
Director’s Office Staff Directory
Analysis and Reporting Staff Directory
Technology Services
Test Development Staff Directory
Testing Policies and Operations Staff Directory

Education Directory: Public Schools of North Carolina
The Education Directory: Public Schools of North Carolina contains the phone number and address of every North Carolina state, federal, or school/school system staff member; the phone number of every employee of the Department of Public Instruction, some members of the State Board of Education, and the Superintendent; contact information for educational associations and organizations, advisory councils, educational materials, and equipment vendors; and a list of all the state and territorial superintendents in the United States.

EDDIE—Public Schools of North Carolina
The Educational Directory and Demographical Information Exchange (EDDIE) is an online application containing LEA/school information such as phone numbers, administrative contacts, school types, grade levels, calendar types, program types, addresses, and more. This information is maintained and edited by subscribed users at the LEAs and schools.
W. Forms and Notices

Special Accommodation Request Form
The *Special Accommodation Request* form must be completed for a student when an IEP team or Section 504 committee recommends the provision of accommodations or procedures other than those specifically described in the *Testing Students with Disabilities* publication. The request form must be received by the NCDPI as soon as possible after the IEP/Section 504 meeting. Delivery of special print requests can only be guaranteed if they are received by the NCDPI thirty (30) school days before the date they are needed (forty [40] school days for Braille). The NCDPI will provide the LEA/school test coordinator with a written response, advising whether the use of the accommodation(s) or procedures invalidates the results for the test. Online submission of the *Special Accommodation Request* is available in the [TNN](http://www.ncpublicschools.org/accountability/policies/accom) Test Materials Order System.

Review of Accommodations Used During Testing Forms Procedure and Process Guide
ADHERENCE TO THE 10/20 DAY RULE

State Board of Education (SBE) policy TEST-003 states that “public school students may drop a course with a required end-of-course (EOC) assessment within the first 10 days of enrollment in a semester schedule or within the first 20 days of enrollment in a year-long schedule. Students who are enrolled for credit after the 10/20 days, regardless of course delivery (e.g., traditional classroom, NC Virtual Public School, vendor-based online) shall not drop a course with a required EOC assessment and shall participate in the appropriate EOC assessment at the completion of the course.”

Exceptions to the 10/20 day rule are allowed in individual cases where circumstances are in the best interest of the student to be removed from a course requiring an EOC assessment. These cases should be evaluated individually, and consideration should be given to make certain the accountability of the school is not being compromised. Some examples of acceptable individual student withdrawals after the 10/20 days of enrollment include the following:

1. **Transfer student inappropriately placed in an EOC course.** If a student transfers into a school and his or her records do not arrive until after the 10/20 days respectively to inform a proper placement decision, the school has the latitude to withdraw the student if the student was inappropriately placed in an EOC course.

2. **Student is withdrawn from a course to enroll in a higher-level course.** Occasionally, a student may be better served to withdraw from an EOC course and enroll in a higher-level course. In such cases, the student takes the appropriate test for the higher-level course; the school remains accountable through the higher-level course. Students must not be withdrawn from an EOC course and enrolled in a higher-level course within the last six weeks of the course.

3. **There is a valid medical reason for removing a student from an EOC course.** In rare cases, an individual student may be deemed medically fragile because of a significant medical emergency or condition, such as an accident, that incapacitates the student for an extended period of time. In such instances, it may be in the student’s best interest to be withdrawn from a course.
For all situations, the principal of the school should review each case individually and decide in consultation with the teacher and parent/guardian whether withdrawal is necessary. If it is determined the student should be withdrawn from the course (after the 10/20 days), the school must request approval from the Director of Accountability Services using the outlined process below.

**Process for Notification of Withdrawals after 10/20 Days**

10/20 Day Withdrawal Requests are submitted through NC Education's NCTest Admin. Select 10/20 Day Withdrawal Request from the right main menu and dropdown link. Complete the “Submit Request” tab. Please ensure supporting documentation (outlined below) is attached to the request before selecting the “submit” button at the bottom of the request form.

**Supporting Documentation**

For all 10/20 Day Withdrawal Requests, current enrollment documentation is required (PowerSchool enrollment report). Some requests may need additional documentation for review (e.g., evidence of prior credit for a course [transcript, student score report] medical documentation, letter or notes from the homebound teacher, etc.).

Once a decision has been made, a response email will be generated through the online system for each request. This email will be addressed to the Local Education Agency (LEA)/charter school test coordinator and copied to the Regional Accountability Coordinator (RAC).

- If the request is approved, the school must notify the parent/guardian and the student in writing of any change to EOC testing requirements.
- Immediately following this notification, the school must remove the student from the course and change the student’s schedule to reflect the new course code in PowerSchool. The school must ensure the student no longer attends the previously scheduled class and attends the new class.
- All documents pertaining to course withdrawals after the 10/20 days must be kept on file by the LEA/charter school.
- If a request is denied, the student will remain in the original course code and will be included in school accountability.

Please share this information locally. If you have any questions regarding this memo, contact your RAC.

DS:TLH:whw

c:  Mark Johnson, State Superintendent  
    Vanessa Wrenn, Director, Digital Teaching and Learning  
    Christie Lynch Ebert, Director, K-12 Standards, Curriculum and Instruction  
    Trey Michael, Director, Career and Technical Education  
    Sherry Thomas, Director, Exceptional Children  
    Dave Machado, Director, Office of Charter Schools  
    Eliz Colbert, Executive Director, North Carolina Virtual Public School  
    Shannon Jordan, Section Chief, Testing Policy and Operations  
    Curtis Sonneman, Section Chief, Analysis and Reporting  
    Regional Accountability Coordinators  
    LEA Test Coordinators
Methods for Clearing Calculators

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

Before Testing:

1. Select the memory management function by pressing the 2nd key and then the MEM key (the + key).
2. Choose RESET from the menu options.
3. Using the right arrow/cursor key, press the key twice to highlight ALL.
4. Press the ENTER key.
5. The calculator will confirm the intention to delete all data and programs from RAM and/or archive memory. Choose 2: Reset and then press ENTER. (This may take a few seconds to process.)

After Each Test Administration:

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

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

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

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

Location of the MEM and Reset functions vary.

TI-81

Press 2nd and then Reset. Select Reset.
Overview: All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal’s designee must clear the calculator memory and all applications (including preloaded) of all calculators to be used during the administration of the test. TI TestGuard™ is an application that can be implemented with TI-83 Plus and TI-84 Plus graphing calculators as a means of “clearing the memory and applications” of student calculators. TI TestGuard permanently deletes selected applications from TI-83 Plus and TI-84 Plus student calculators and can be obtained directly from Texas Instruments. It is a software program designated for educators only and should be run from the teacher’s graphing calculator only.

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

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

   **APPLICATIONS**
   1:Finance...
   2:ALG1CH5
   3:ALG1PRT1
   4:AreaForm
   5:CabriJr

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

   **APPLICATIONS**
   :TestGrd
   :Transfrm

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

   **TESTGUARD HOME**
   1:Setup Calcs
   2:Start Transfer
   3:Setup Summary

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

   **SETUP CALCS**
   DELETE DISABLE
   ALL RAM/ARC APPS
   ANGLE: RADIAN DEGREE

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

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

   **TESTGUARD HOME**
   1:Setup Calcs
   2:Setup Transfer
   3:Setup Summary

   **TESTGUARD**
   TRANSFERRING...COMPLETE
   CONFIRMATION CODE: RBBW
   1:Again
   2:Quit

   **TRANSFER COMPLETE**
   CONFIRMATION CODE
   RBBW

Note: When the deletion process is complete on the first student’s calculator, a TestGuard confirmation screen will be displayed on the teacher’s calculator. The note on the student’s calculator displays for a brief time.
7. Disconnect the link cable from the first student’s calculator and connect to the next student’s calculator. Then select 1:Again.

**TESTGUARD**
TRANSFERRING...COMPLETE

CONFIRMATION CODE: RBBW
1:Again
2:Quit

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

**Note:** By pressing the APPS key on a student’s calculator, it can be confirmed again that this process has been successfully completed.

**APPLICATIONS**

1:Finance
Method for Clearing Applications & Memory: Press-to-Test  
Calculator Models: All TI-84 Plus Models

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

Before Testing:

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

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

After Each Test Administration:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Dialogue box on older models)

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

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

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

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

Exiting Press-to-Test mode:
- Connect two TI-Nspire or TI-Nspire CX using a unit-to-unit USB cable.
- Press the [home icon] key and select My Documents.
- Press the [doc] key. Or, on older models, press the [ctrl] and then the [Tools icon].
- Select the Press-to-Test options to Exit Press-to-Test.
- Contact TI to learn about other methods to exit Press-to-Test.
Resetting Casio Calculators

Overview: All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal’s designee must clear the calculator memory and all applications (including preloaded) of all calculators to be used during the administration of the test.

Resetting the Calculator

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

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

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

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

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

(Current Date)

Mr./Mrs. (Parent)
(Street Address)
(City, State, ZIP)

Dear Mr./Mrs. (Parent) ______________,

Thank you for taking the opportunity to express your concerns regarding the testing mandates of the North Carolina Testing Program. Having read your request for a waiver, __________County Schools is truly sympathetic to your concerns.

The North Carolina testing program has been operational since the 1970s, and to date the State Board of Education (SBE) has not allowed any student to opt out of required State testing. The only exceptions granted have been for limited numbers of students who met certain eligibility requirements or who had extenuating circumstances primarily related to a significant medical emergency and/or condition and were unable to participate in a specific test administration.

Because of state and federal laws, all students in North Carolina (including students with disabilities) are required to participate in the testing program. Not only are public schools required to test, but also nonpublic schools have testing requirements. Testing is required of nonpublic school enrollees in grades 3, 6, 9, and 11. Nonpublic school law does not exempt special needs (or any other) students from this requirement. Concerning the nonpublic school standardized testing requirement, G.S. §115C-549, 550, 557, and 558 state that the test is to be administered in those grade levels each year “to all students enrolled or regularly attending.” Also, homeschooled students are required to be assessed annually on a nationally normed standardized assessment.

State policy requires schools to use end-of-course (EOC) assessments and North Carolina Final Exams (NCFEs) as “at least twenty percent (20%) of the student’s final grade.” As such, a student’s grade for a subject or for a course and overall grade-point-average calculation may be negatively impacted by not taking the state tests. How end-of-grade (EOG) scores are used in grades 3–8 is a local decision.

Please know that ____________ County Schools is trying to be responsive to parents’ concerns, yet we must adhere to state and federal guidelines that address the educational needs of all children.

Sincerely,
This form must be completed annually by the LEA Test Coordinator/School Test Coordinator and kept on file with the Regional Accountability Coordinator. If a new person is employed in this position, then he/she must complete this form as soon as possible.

LEA AND CHARTER SCHOOL TEST COORDINATOR

CONFIDENTIALITY AND TEST SECURITY AGREEMENT

In performing my assigned duties and responsibilities with the LEA/charter school I understand that maintaining test security and student confidentiality is critical to the mission of the North Carolina Department of Public Instruction (NCDPI) and for compliance with federal and state laws and for maintaining the public’s trust. I further understand that my assigned duties and responsibilities may involve the use of NCDPI data, local school district data, and/or other information that is confidential. Access to and knowledge of information that is deemed confidential includes, but is not limited to, any information that personally identifies a particular employee or individual, a particular student or professional educator, or any information that personally identifies individual account information with a financial institution with whom a professional educator, employee, or other individual may transact business. Such information is often referred to as Personally Identifiable Information (PII).

Information that must remain confidential is to be protected in compliance with applicable federal and state law, including but not limited to the Family Educational Rights and Privacy Act of 1974 (FERPA, Chapter 75 of the N.C. General Statutes and any applicable amendments to such laws. By reading and signing this agreement, I understand that I am prohibited from including or disclosing PII in any form of communication with any unauthorized individual or entity, except as required in the performance of my assigned position duties. Such communication includes, but is not limited to, e-mail, instant messaging, faxes, or other written correspondence, and any type of verbal communication.

I understand that all North Carolina test materials are the property of the NCDPI and that these test materials must remain secure at all times. In order to ensure test security, I am not to discuss or share information relating to the content of the tests, test scoring or any other secure information. This restriction applies to discussion with the media, including, but not limited to, print and television media. I agree not to publish any secure testing or scoring material or share this material outside of the secure work site. I have read and understand this form and the Testing Code of Ethics in its entirety. I agree to maintain test security and student confidentiality.

My signature indicates my agreement to maintain test security and student confidentiality. I understand that violation of this agreement is personal misconduct and may result in disciplinary action, up to and including dismissal, without prior warning. Further, I understand that violation of this agreement could lead to additional legal liability to me.

Print Name Here________________________________________________

Signature_________________________________________________ Date ______________________
This form must be completed by the school test coordinator and the principal at the beginning of the school year and kept on file at the school. If a new person is employed in either position, then he/she must complete this form as soon as possible.

SCHOOL TEST COORDINATOR AND PRINCIPAL/DIRECTOR

TEST ACCOUNTABILITY AND SECURITY FORM

_______________________________
School Name

SCHOOL TEST COORDINATOR SECTION:

My signature indicates that I will train all test administrators and proctors (if utilized) according to all state and local regulations and the directives as printed in the Test Administrator’s Guide and the North Carolina Testing Code of Ethics, which are described in mandatory training session(s) conducted by the school system test coordinator. I affirm that a procedure is in place at my school to assure that test materials are accounted for and secure at all times while they are in this school’s possession. Any testing irregularities, or the suspicion thereof, will be reported to the school system test coordinator on the day of the occurrence, and the principal will be made aware of the report(s).

Signature of School Test Coordinator ______________________________________

Date ______________________

PRINCIPAL/DIRECTOR SECTION:

My signature indicates that I shall maintain test security and accountability of the test materials while they are in this school. I affirm that school policies and procedures are established to assure all eligible students are tested fairly. School personnel, proctors (if utilized), and backup personnel are identified and trained for test administrations. The school test coordinator is directed to report any test irregularities, or the suspicion thereof, to the school system test coordinator on the day of the occurrence. I understand that the confidentiality of students must be protected at all times when publicizing/reporting test results to the public and student information that must remain confidential will be protected in compliance with applicable federal and state law, including FERPA (Family Education Rights and Privacy Act of 1974), Chapter 75 of the N.C. General Statutes, and any applicable amendments to such laws. I understand that I am prohibited from including or disclosing personally identifiable information in any form of communication with any unauthorized individual or entity, except as required in the performance of my assigned position duties.

Signature of the Principal/Director ______________________________________

Date ______________________
This form must be completed and signed by the test administrator at each test administrator training session and kept on file at the school.

TEST ADMINISTRATOR

TEST ACCOUNTABILITY AND SECURITY FORM

_______________________________________                  ____________
School Name                                                                            Today’s Date
_______________________________________
Test Name

My signature indicates that I will administer the North Carolina state test named above according to all state and local regulations and policies as printed in the Assessment Guide, the Testing Code of Ethics, and other information provided in the training session(s) conducted by the school system’s test coordinator and/or school test coordinator. I was given a copy of the Guide which contains the North Carolina Testing Code of Ethics to review and study before the test administration and to follow precisely during the actual test administration.

In addition, I will:
1. count and record the number of secure test materials, including supplemental materials, before and after the test administration and notify the school test coordinator immediately of any discrepancies in the count.
2. maintain test security at all times during the handling of test materials.
3. not copy or reproduce test items in any manner for future reference.
4. not at any time, modify, change, alter, or tamper with student responses on answer sheets or on computer monitors during or after the test administration.
5. conduct an unbiased administration of the test according to the policies, procedures, and directions (as written) in the Assessment Guide.
6. ensure each student has access to the appropriate test materials specified in the Assessment Guide.
7. ensure eligible students are provided testing accommodations documented in their current Individualized Education Program (IEP), Section 504 Plan, or English Learner (EL) Plan (if permitted in the case of ACT assessments).
8. remain in the room throughout the entire test administration unless there is an emergency, in which case the school test coordinator must be notified immediately of the emergency.
9. review and edit student answer documents at the end of testing only under the direction of the school test coordinator in a group setting (i.e., three or more designated school personnel) and with the express understanding that student responses are not to be modified during the review process.
10. report any testing irregularities to the school test coordinator on the day of the occurrence.

Test Administration Date(s): __________________________________________________

Print Name of Test Administrator: _____________________________________________

Test Administrator’s Signature: _______________________________________________
SAMPLE LEA/Charter School Annual Testing Plan

LEA/Charter School Name:

School Address:

Shipping Address:

Testing Office Phone:

Fax:

Office Hours:                            LEA/Charter School:

Grade Levels:                            EDDIE Contact Person:

EC Contact:                             PowerSchool Contact:

Principal’s/Director’s Information

Name:

E-mail:

Phone:

LEA/Charter School Test Coordinator’s Information

Name:

E-mail:

Phone:

Assignment of School Test Coordinators and Counselors

- The principal or principal’s designee (i.e., an employee of the school/school system who has professional training in education and the state testing program) shall serve as school test coordinator.
- Per G.S. §115C-316.1, school counselors may not coordinate any standardized testing. School counselors may serve in the roles of test administrators or proctors. (Does not pertain to charter schools.)
List all local school test coordinators (STCs) below (not applicable for charter schools).

<table>
<thead>
<tr>
<th>Name of STC</th>
<th>Name of School</th>
<th>Elementary/Middle/High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Test Administration Logistics

School Test Administrators and Proctors

- All test administrators must be persons employed by the school system in a professional educator position and hold a professional educator’s license and have attended the test administrator training session with the school test coordinator (STC).
- Proctors (if utilized) should be school employees or trusted parents/community members who are not currently enrolled at an NC public high school and have attended a proctor training session; they must be age 18 or older and may not proctor with a test administrator who is a relative, close friend, or direct supervisor (i.e., a teacher assistant proctoring for his/her regular classroom teacher).
- Administrators and proctors (if utilized) must be trained before every test.

Training

- All LEA/charter school staff who handle secure test materials must sign a Test Security Agreement which must be kept on file at the LEA/charter school.
- The LEA test coordinator will provide annual accommodations and security training to STCs by October 15. STCs train all school instructional personnel on accommodations and security by November 15. Training materials and sign-in sheets for each school will be kept (location).
- If proctors are utilized, the STC must conduct the appropriate training. Proctors should sign an attendance sheet and a Testing Code of Ethics sign-off sheet.
- The STC trains all potential test administrators at least one week before the first day of testing. Administrators will sign a sign-in sheet and a Test Security Agreement. The school principal is encouraged to attend test training.
- At least one week before testing, the STC trains all test administrators on the use of any specific accommodation offered in their assigned test setting.
The following chart provides information about who is required to sign which test security documents:

<table>
<thead>
<tr>
<th></th>
<th>Confidentiality and Test Security Agreement</th>
<th>School Test Coordinator Test Security Agreement</th>
<th>LEA/Charter School Annual Testing Plan</th>
<th>Testing Code of Ethics</th>
<th>Principal’s Test Security Agreement</th>
<th>Test Administrator’s Security Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA TC</td>
<td>Annually</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School TC</td>
<td>Annually</td>
<td>Annually</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Administrator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Prior to the administration of each state-mandated assessment</td>
<td></td>
</tr>
<tr>
<td>Charter School TC</td>
<td>Annually*</td>
<td>Annually*</td>
<td>Annually*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal/ Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Annually</td>
<td></td>
</tr>
<tr>
<td>Proctors (if utilized)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Prior to the administration of each state-mandated assessment</td>
<td></td>
</tr>
</tbody>
</table>

*Charter school test coordinators must submit all documents to their RAC.

**Test Materials Security**

**Materials Handling and Storage Procedures**

- LEAs: Upon arrival at the LEA office, test materials are counted by *(name of person)*; any discrepancies will be faxed to TOPS within 5 days of the shipment arrival.
- Charter Schools: **Upon arrival in the school, test materials are counted by (name of person); any discrepancies will be faxed to TOPS on the day the shipment arrives.**
- Test materials are stored in a secure, locked facility until needed and after use until securely destroyed or returned to TOPS.
- LEAs: Used and scanned answer sheets are stored at *(name of location)* for at least 6 months following testing.
- Charter Schools: all materials must be returned to TOPS. Follow the NCDPI guidelines in the Charter School Requirements for Destroying, Storing, and Returning Test materials for the 2019–20 School Year.

**Include a brief description of where secure materials will be stored:**

**Include a list of all personnel granted access to this location:**

- *(Name of person)* counts out and packages test materials for the schools.
- The STC picks up test materials from *(name of person)*, not more than 10 days before the first day of testing; the STC counts all materials and then signs for receipt of the materials.
- The STC stores materials in a secure, locked, limited-access storage facility at the school until needed for testing.
- On test days, the STC distributes test materials to test administrators only. The STC has a system in place for test administrators to count, document the count in writing, and sign for materials before
testing. After testing, the STC or designee counts, documents the count in writing, and signs materials back in at the end of each testing session.

- Test materials may not be left unattended at any time and may not remain in classrooms after testing is finished. Information written on Review of Accommodations forms and used scratch paper and graph paper may not be visible in any testing site; once used, these are considered secure materials.

**Reviewing and Processing Test Materials Procedures**

- Test administrators enter special codes and check student answer sheets after testing, including form number, 504 or Transitory Impairment Plan codes, accommodation codes.
- This process must be completed under secure conditions in a group setting (3 or more school personnel present) and without test booklets present.
- The STC prepares materials for scoring as follows:
  - Package each grade or subject’s documents separately.
  - Place a properly completed header sheet on top of each tested section’s answer documents.
  - Alphabetize the student answer sheets under each header.

**LEA School Materials Return**

- The principal, STC, or back-up STC may bring answer documents to the central office for scanning.
- The STC returns testing materials within five (5) days of the last day of testing; (name of person) counts and signs materials in.

**LEA Materials Destruction Procedures**

- Once test materials are designated by the state for destruction, districts must securely destroy them by using one of the following methods: shredding, secure recycling, observed landfill burial (i.e., by two or more designated school personnel), and/or incineration.
- This district will use the (name of method) method for destroying test materials.

**Charter Schools Material Return**

- The principal, STC, or back-up STC may bring answer documents to the RAC/RCC or return the materials to TOPS for scoring.
- The materials must be returned to TOPS within two (2) business days after the completion of the regular test administration.

**Testing Environment**

- STC checks all test administration sites and hallways before the first day of testing to ensure all information on tested content areas and test-taking skills has been removed from the walls.
- Test administrators report all concerns about lighting, temperature, etc. to the school principal in time for maintenance staff to take care of the situation.
- Bells at the school are turned off during testing.
- Internet activity is at a minimum during online testing.
- All intercom announcements and phone calls to/from testing rooms stop during testing.
- The STC, principal, and other designated personnel are visible in hallways during testing; they monitor individual testing rooms as they patrol the hallways.
- LEA staff members may visit some schools during testing for monitoring purposes. The LEA/charter school TC must be available during testing for testing emergencies.
- Drinks (are/are not) permitted in test sites.
Accommodations Documentation

Review of Accommodation (ROA) Forms--ROA forms are required for students receiving accommodations on all state tests, except for ACT assessments. 504, EL, and IEP case managers complete the left side of the ROA form. At least 30 days before each test administration, case managers provide a current copy of the form for all students with accommodations to the STC. Immediately after testing, the test administrator giving the assessment completes the right side of the form. Purposes for the form include:

- Documentation of accommodations required, provided, and used during testing
- Data collection for future accommodations decisions

Accommodation Entry in PowerSchool--Accommodation information in PowerSchool derives from two sources:

1. **IEP:** For students with an IEP, the accommodation information is transferred automatically from ECATS or an alternate IEP program. *(Name of person)* is responsible for entering and updating the plan details and accommodations information into ECATS for each EC student.

2. **504 and EL:** *(Name of person)* is responsible for entering the special program participation and the accommodation(s) in the appropriate pages in PowerSchool for students with a 504 Plan or EL documentation. Unlike IEP data, PowerSchool is the authoritative source for 504 and EL accommodation data.

- For each school year, the initial entry of special program assignment and accommodations must be completed by October 1 for returning students. PowerSchool entries for special program participation and accommodations must be made by the first of each month following initial assignment to a special program, annual review of the plan, and/or the addition of accommodations. Care must be taken to make certain that the start and end dates are correctly entered; PowerSchool defaults the accommodation start date to the current date and the end date as the last day of the school year.

Accommodations Self-Monitoring

The LEA/charter school test coordinator uses the following procedures for self-monitoring to ensure all documented, required accommodations were provided to students and to what extent the accommodations were used by the students during the test administrations:

- The STC designs a test plan that provides the appropriate accommodations to each student.
- The STC makes sure that each test administrator completes the right side of the form immediately following the testing session.
- The STC returns the original copy of the form to the student’s case manager to be filed with the IEP, EL, 504, or transitory impairment plan.
- Central office staff who monitor schools during testing will check accommodation groups.

Annual Testing Plans and Self-Monitoring Procedures

- The STC submits an annual testing plan to the LEA TC at least 2 weeks before the first day of testing.
- LEA office staff members visit schools during testing with the goal of preventing any avoidable irregularities and ensuring that there are no errors in the coding. These staff members need to have access to the test plan upon their arrival and use the following self-monitoring procedures:
  - Make sure test coordinators are accessible.
  - Before testing starts, ask a couple of students in an online setting if they watched the online tutorial video and had a chance to do the sample test items on the computer they will be using.
  - Check to see if the bells are turned off.
  - Each testing site should have a DO NOT DISTURB sign on each door.
  - Check to see if there is a test administrator in each room.
  - Observe whether each test administrator is providing a positive test-taking climate.
✓ Check to see if there are enough testing materials (e.g., scratch paper, calculators, etc.)
✓ Be sure the test administrator and proctor (if utilized) remain in the room and are moving quietly around the testing site monitoring students.
✓ Students should not receive instruction related to the concepts measured by the tests on the morning of or during the test administration session.
✓ Classroom displays that provide information regarding the content being measured by the test or test-taking strategies should be covered or removed.
✓ Do not allow visitors in the testing site while testing. (Monitoring staff are not visitors.)
✓ Windows on doors should be uncovered and doors should be unlocked.
✓ Report any noise or disruptions.
✓ Randomly select (local decision) students receiving accommodations during each testing period. Pull the IEP, EL, 504, or transitory impairment plans. Make sure that the accommodation(s) each student is receiving matches those listed on the plan and those listed on the Review of Accommodations form. Record the information from the IEP, EL, or 504 plans; accommodations listed on the Review of Accommodations form; and the accommodations observed in the testing site on the Self-Monitoring Report Form.
✓ Complete the Self-Monitoring Report Form for each testing period and deliver or fax it to the LEA TC or RAC.

Test Irregularities Reporting Procedures
1. The test administrator or proctor (if utilized) report any alleged testing violation or testing irregularity to the school test coordinator on the day of the occurrence.
2. The test administrator and proctor (if utilized) sign the Materials Checkout Form following each administration to verify that they have reported all testing irregularities.
3. LEA: The STC contacts the LEA TC immediately with any allegation of a testing violation.
4. Charter school: The STC contacts the RAC immediately with any allegations of a testing violation.
5. The STC then conducts a thorough investigation and completes a report of testing irregularity. The LEA TC ensures submission of the report through the Online Testing Irregularity Submission System (OTISS).
6. If a student refuses to use a documented accommodation or if the student is not offered a documented accommodation, the school must obtain a written statement from the parent/guardian before receiving score results. The statement indicates whether the parent waives the right to have the student retested or will accept the score results from the initial administration. (See the sample Test Irregularity Parent Notification Form.)
7. The OTISS report is submitted to the RAC within five (5) days of the irregularity occurrence.

Precoded Student Answer Documents and Student Information Corrections in PowerSchool
• The LEA/charter school TC ensures that all answer documents are electronically precoded using MEMBER files pulled from PowerSchool. Before testing, the STC will identify any students who enrolled after the date of the MEMBER file used for precoding and ensure that a staff member hand-bubbles the precoded information on the student’s answer document.
• Schools will utilize the attached Materials Checkout Form to document any reports of inaccuracies in precoded information that needs to be reviewed in PowerSchool. The STC will share this information with the data manager.

Online Testing
• Schools decide as early in the school year as possible which assessments will be given online and which will be given on paper. The format of each test is included on the school test calendar that is
shared with students, staff, and parents. (Attach a sample parent letter to the annual testing plan when submitting it to the RAC.)

- Schools ensure every student participating in an online assessment has completed the Online Assessment Tutorial for the associated assessment at least one time at the school before test day.
- The test administrator ensures any information from the test saved or cached on any network appliance or computer is purged or deleted immediately following the completion of the test administration. To ensure this step, all devices are shut down after each test administration.

### Arrangements for Completing Makeups

- Every eligible student must take the state assessment. STCs develop school-based plans to ensure that ALL eligible students participate in the appropriate tests.
- Students under suspension are required to take the appropriate state assessments. The school makes arrangements to test these suspended students in a location (e.g., central office, home, school after-hours) that is mutually agreeable to parents/guardians.
- Each test administrator takes attendance and reports absences before starting the test session.
- The STC designates someone to contact all students absent from the test session.
- Makeup testing occurs on days immediately following the regular test administrations.
- If a student is absent from the initial makeup test session, the STC schedules another makeup session to ensure that the student is tested.
- Makeup must occur within the five-/ten-day test window. The STC must provide a thorough written explanation for each eligible student who is not administered the state assessment. (See Sample “Students Absent from Makeups for State-Required Assessments” form).

### LEA E-mail and FERPA Protocol

- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. According to the State of North Carolina Statewide Information Security Manual, “All confidential information shall be encrypted when transmitted across wireless or public networks.” E-mail privacy, without some security precautions, can be compromised. Therefore, school e-mail communications cannot contain Personally Identifiable Information (PII). For additional information, please see NCDPI Transmitting Private Information Electronically publication.
- To protect the confidentiality of individuals from those who do not have access to individual level data, PII should be transmitted using one of the following methods:
  - Encrypted Files,
  - Password Protected Files (as long as the password is not contained within the e-mail, file, or on the electronic device containing the data),
  - Secure FTP Servers, and
  - E-mailed Files (but only if encrypted and/or password protected using strong passwords [example: mixed case, special characters])

- Include a brief description of how the LEA plans to share Personally Identifiable Information.

### Schoolwide Emergencies

Sometimes schools experience severe weather, bomb threats, gas leaks, or other situations that interrupt state assessments. During such events, the safety of students always takes precedence. However, maintaining test security to the maximum degree possible during an emergency requires careful planning beforehand to minimize the potential for invalidating the test results and requiring a retest of all students at a later date.

1. Follow safety guidelines as dictated by the school’s emergency response plan.
2. Paper/Pencil: If test materials have been distributed, direct students to quickly place answer documents, cover/work sheets, and all other test materials such as graph paper or formula sheets inside their test books.
   Online: Direct students to click the “Pause” button and gather test materials such as graph paper, formula sheets or scratch paper.

3. As students exit the room in a single file, collect all testing materials from each student and quickly secure them.

4. As students exit, note the time of day and the amount of time elapsed since the beginning of the test. Record that information on the cover of the Guide and include it with the collected students’ materials.

5. It is essential to prohibit talking between students if you reasonably expect to return to the building and resume the testing activity.

6. After the emergency has ended and students have returned to their classrooms, testing can be resumed, but only if it is possible to complete the tests as required during that same day. If the tests can be completed immediately, materials will be redistributed and testing resumed with students allowed the allotted remaining time for the test.

7. The STC must contact the LEA TC as soon as possible to properly document the incident and provide the details needed for determining if a misadministration may have occurred.

Process to Request Testing outside the Test Window

1. Under the following rare circumstances, exceptions may be permitted to test a student outside the state-designated testing window, including makeup dates:
   a. Special Circumstances: Examples: Family emergency, family relocation, surgery/medical procedure scheduled during the test window, etc. For high school EOC and NCFE subjects, the EOC or NCFE test score must be used as the course exam in the final grade calculation.
   b. IEP/504 Plan Documentation: Per G.S. 115C-174.12(a), exceptions shall be permitted to accommodate a student’s IEP or 504 Plan. In these cases, the need for additional time beyond the window must be documented in the student’s IEP or 504 Plan. Example: Multiple Test Sessions over multiple days that will need to extend beyond the test window.

2. Parent/Guardian Request Form: The parent/guardian must complete, sign, and submit the form,
   Parent/Guardian Request Testing outside the Scheduled Test Window and Test Security Documentation. Staff will make every effort to process the request as soon as possible, but parents should allow 3–4 weeks.

3. The school principal must determine if the student will be permitted to close out the semester when he/she withdraws and be provided final averages and credits for the courses in which the student was enrolled.
   o If the principal is not willing to close out the semester for the student who is leaving, the principal denies the early testing request. The parent must enroll the student at his/her new school in order to complete the semester. (The process stops here.)
   o If the principal is willing to close out the semester for the student and award course credits, move to #4 below.

4. District: School Submission to District Testing Office: The principal and school test coordinator must complete, sign, and submit the form, School Request to Test outside of the Scheduled Window, with the following attachments:
   a. Parent/Guardian Request Testing outside the Scheduled Test Window and Test Security Documentation form signed by the parent/guardian and school principal
   b. All required documentation as specified on the School Request to Test outside the Scheduled Test Window form
5. **Charter Schools:** The principal and school test coordinator must complete, sign, and submit the form to their RAC, *School Principal Request for Student to Test outside of the Scheduled Window*, with the following attachments:
   a. *Parent/Guardian Request Testing Outside the Scheduled Test Window* and *Test Security Documentation* form signed by the parent/guardian and school principal
   b. Other required documentation as specified on the *School Request to Test Outside the Scheduled Window* form

If a request for testing outside of the test window is approved by NCDPI, the requested test(s) must be administered on the last day(s) of school attendance or date specified by the RAC or the LEA testing coordinator. All state and local policy and procedures for materials and testing must be followed by school staff. If the request is not approved, the school principal will be notified that testing must take place within the test window.

The school principal and/or school test coordinator must notify the parent/guardian as to whether the request has been approved or denied.

**SAMPLE LEA/School Testing Plan Forms**

On the following pages are forms that may be used by LEAs and schools for inclusion in annual testing plans. Like the SAMPLE LEA/school Annual Testing Plan found in this handbook, these forms may be edited to suit the needs of the LEA/school.
SAMPLE School Test Plan

- School Name:
- Building-Level Test Coordinator’s Name:
- Backup Test Coordinator:
- Test:
- Date of Test Administrations:
- Makeup Day:
- Test Training Date and Time:

<table>
<thead>
<tr>
<th>Date</th>
<th>Test Name</th>
<th>Room #</th>
<th>Administrator</th>
<th>Proctor (If utilized)</th>
<th># of Students</th>
<th>Special Setting?</th>
</tr>
</thead>
<tbody>
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</table>

- Which locked, secure storage area will be used for test materials?
- Where will test administrators pick up and return test materials?
- What are the procedures (when, where, how) for editing of test materials that ensure three or more school personnel are present?

Building-Level Test Coordinator’s Signature:

Principal’s/Director’s Signature:

Date of Signatures:
# SAMPLE Special Setting Test Administration Site Plan

<table>
<thead>
<tr>
<th>Room #</th>
<th>Administrator</th>
<th>Proctor (if utilized)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>EC/EL/504</th>
<th>Accommodations</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
SAMPLE Test Administrator Training Sign-Off Sheet

School Name: ____________________________ Date: ____________

Facilitator(s) Name: ____________________________________________

Test Name: __________________________________________________

<table>
<thead>
<tr>
<th>Name (print)</th>
<th>Signature</th>
<th>Received Manual (initial)</th>
<th>Received Accommodations Training (initial)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
SAMPLE Proctor Training Sign-Off Sheet

School Name: ____________________________ Date: __________

Facilitator(s) Name: ____________________________________________

Test Name: __________________________________________________

<table>
<thead>
<tr>
<th>Name (print)</th>
<th>Signature</th>
<th>Received Proctor Guide (initial)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
SAMPLE Accommodations Acknowledgement

I am: (circle one)  
- Test Administrator  
- Proctor  

Test Name: ________________________________

I will be in a special-setting test administration in which the following accommodations will be used:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

I have received training on administering/proctoring each of the above accommodations and agree to ensuring they are provided appropriately during this test administration.

_____________________________   ______________________  
Printed Name      Date  

_____________________________   ______________________  
Signature      Name of School
SAMPLE Materials Checkout Sheet

**Complete before Testing Session**
I acknowledge that I have attended training for the _______________ assessment and have received and read a copy of the Guide. I further acknowledge that I am responsible for information provided during training and for understanding and adhering to the contents of the Guide, including the North Carolina Testing Code of Ethics.

Teacher Signature: __________________________ Date: ________________

Please note the number of materials received for each item:

<table>
<thead>
<tr>
<th>Materials</th>
<th>Number at Sign-out (Completed by Test Administrator before test administration)</th>
<th>Number at Sign-in (Completed by Checker after test administration)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Header Sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer Documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Books</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check off any of the following items received:

- Scratch Paper
- Pencils
- Testing Sign
- Graph Paper
- Reference Tables
- Review of Accommodations Sheets

* Be sure answer sheet colors match book colors before leaving checkout.

Signature of Test Administrator (Teacher) at Checkout: __________________________

Signature of Person Checking in Materials after the test (Checker): __________________________

Students Absent from this session

1. ________________  2. ________________  3. ________________

Mistakes on Precoded Answer Sheets:

Who: __________________________ Mistake: __________________________ What it should say: __________________________

**Complete after Testing Session**

I, ____________________________________________, affirm that I have followed the following rules and procedures in the administration of student assessments:

1. I have read and complied with all the procedures in the Testing Code of Ethics.
2. I have maintained test security at all times.
3. I have administered the tests according to the directions in the guide and any subsequent updates developed by the test publisher.
4. I have administered tests to all eligible students.
5. I have reported all testing irregularities to the school system test coordinator.
6. I have provided a positive test-taking climate.

Teacher Signature: __________________________ Date: __________

Proctor Signature (if utilized): __________________________ Date: __________

Proctor Name (Please Print Clearly): __________________________
### SAMPLE Test Irregularity Parent Notification Form

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test and Subject</td>
<td>PowerSchool</td>
</tr>
<tr>
<td>Teacher</td>
<td>Test Date</td>
</tr>
<tr>
<td>School Test Coordinator (STC)</td>
<td>STC Phone</td>
</tr>
</tbody>
</table>

The following test irregularity occurred during testing today, which **invalidates** your child’s test results.

Your child’s test will **not** be scanned or scored, and your child is scheduled to retake the test on _______________________________________________________________________________________.

Description of Test Irregularity:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________  
_____________________________________________________________________________________  
_____________________________________________________________________________________  
_____________________________________________________________________________________  

**Waiver of Right to Retake the Test**

In some cases, you may choose to waive the right for your child to retake the test and accept the scores from the test already taken. Please sign and return this form to the school test coordinator before the date listed above. If this form is not returned by the above date, the test will be readministered to your child as indicated. **Note: The test already taken is deemed invalid and will not be scanned or scored unless you choose to waive the right for your child to retake the test.**

- [ ] I would like for my child to retake the test. I understand we will not receive results from the original test.

- [ ] I do **not** want my child to retake the test. I understand that the results from the test already taken will be used. Furthermore, I understand I am waiving the rights for my child to retake the test.

  
  

_____________________________  
Parent Signature  

_____________________________  
Date

Note to staff: *This document should be scanned and attached to the OTISS report.*
Parent/Guardian Request
Testing Outside the Scheduled Test Window and Test Security Documentation

My signature below indicates I have read and understand the following:

- I am requesting an administration of one or more End-of-Grade (EOG), End-of-Course (EOC), North Carolina Final Exam (NCFE), or NCEXTEND1 outside of the regular testing window. I understand the school principal will submit a letter of request along with a copy of this form to the district testing and accountability office to be processed with the North Carolina Department of Public Instruction (NCDPI). I understand that state testing can be administered outside of the testing window only if approved by the NCDPI, and that submission of this request does not guarantee approval. (Please allow 3-4 weeks for request processing.)

- I understand that EOG, EOC, and NCFE tests are designed to assess the entire curriculum; therefore, I agree for the course/grade to end early and/or for my child to complete all requirements of the course/grade early (i.e., independent additional work before the administration of the test as required by the school/teacher).

- In order for NC tests to be valid, all test items must remain secure. Therefore, I agree that my child will NOT discuss, disseminate, describe, or otherwise reveal the contents of any assessment to any other person. He/she will not make copies of the assessment or any test items, take notes, text message, or otherwise compromise the assessment or any test items. I understand that discussing or divulging secure test information could be considered a misadministration of the test(s) resulting in a score of zero. I understand that my child will be required to leave school immediately after completing the test(s) each day and that test(s) must be administered on the last day(s) my child will be in attendance.

- I understand I am responsible for contacting the school after the regular scheduled test administration dates for test results/scores. (In most cases, scores will not be available at the time of a special/early test administration.)

Student Name: ___________________________________________ Grade: _________

School: ___________________________________________________________

Test(s) requested to be administered outside of the test window: __________________________

Date(s) requested for test(s) to be administered: __________________________

Last day student will attend school: ____________________________________________

(if student is moving or will be out of the area for the rest of the semester or school year):

<table>
<thead>
<tr>
<th>Transfer School</th>
<th>City</th>
<th>State</th>
<th>Date of Semester End</th>
</tr>
</thead>
<tbody>
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</table>

Reason for Request:
(Attach additional information as requested by school)

____________________________________________________________________________

____________________________________________________________________________

Parent/Guardian Signature (required) ______________________________ Date ____________

School Principal Signature ______________________________ Date ____________
School Request to Test Outside of the Scheduled Test Window

Schools requesting to test a student outside of the scheduled test window must complete this form, attach a copy of Parent/Guardian Request form, and provide the necessary documents as indicated below.

School: ___________________________       School Code: __________________________

Student Name: ___________________________       Student PowerSchool ID: _______________

Indicate the Assessment type(s) below:

- EOG Math _____          EOG Reading _____          EOG Science _____
- EOC NC Math 1 _____        EOC NC Math 3 _____     EOC English II _____     EOC Biology _____
- NCFE _____      Subject: ________________________________________________________
- Other - include assessment name here: _____________________________________________

Date(s) of School Test Window:

Requested Test Date(s) outside of the Test Window:

Last Day Student Will Attend School:

Date Student Scheduled to Return to School (if applicable):

Indicate below the reason for the request:

<table>
<thead>
<tr>
<th>REASON</th>
<th>✓</th>
<th>REASON</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Relocation/Move</td>
<td>✓</td>
<td>Surgical/Medical Procedure Scheduled during Test Window</td>
<td>✓</td>
</tr>
<tr>
<td>IEP/504 Plan Documentation</td>
<td></td>
<td>Family Emergency</td>
<td></td>
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<tr>
<td>Early Graduate</td>
<td></td>
<td>Other (explain below)</td>
<td></td>
</tr>
</tbody>
</table>

1Attach copies of military orders or supporting documents, as applicable.
2Attach a copy of a note from the doctor or documentation of scheduled surgery/medical procedure.
3Attach a copy of the IEP/504 Plan.
4Attach a copy of any supporting documentation, as applicable.

Description of the procedures that will be used to ensure the security of the assessment(s) will be maintained:

________________________________________________________________________________________
________________________________________________________________________________________

School Test Coordinator’s Signature _____________________________________     Date: _______________

*If approved by the LEA, the LEA test coordinator must submit a written request to the appropriate RAC. The RAC will review the request and provide an approved or denied response to the LEA TC.
SAMPLE Self-Monitoring Report Form

Date:________________________   School/School Code: _________________________   Test: __________________________

CHECK ALL BOXES THAT ARE OBSERVED; INCLUDE EXPLANATIONS FOR ANY AREAS NOT OBSERVED

<table>
<thead>
<tr>
<th>Test Notebook in Office</th>
<th>Notebook Includes Copy of Test Plan</th>
<th>DO NOT DISTURB Sign on Each Door</th>
<th>Classroom Displays Covered or Removed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notebook Includes Review of Accommodations During Testing Forms</td>
<td>Notebook Includes Copies of ECATS (or other IEP program) Testing Participation Report</td>
<td>Test Administrator and Proctor (if utilized) Monitoring Students</td>
<td>All Materials Provided (Calculators, Paper, Pencils, etc.)</td>
</tr>
<tr>
<td>Notebook Includes Copies of 504 and EL plans</td>
<td>Bells Turned Off</td>
<td>Positive Test-Taking Environment</td>
<td></td>
</tr>
</tbody>
</table>

Test Session

_____ This test was conducted in accordance with the accepted practices of standardized testing.

_____ This test had some irregularities and/or findings as listed below.

____________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________

Accommodations

Choose three students at random who are receiving accommodations on the test and complete the chart below.

<table>
<thead>
<tr>
<th>Student Name (504, EL, IEP)</th>
<th>Accommodations Viewed on the “Review of Accommodations” Form</th>
<th>Accommodations Observed in Test Site</th>
</tr>
</thead>
<tbody>
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</table>

Monitor Name:_____________________________________   Monitor Signature:_____________________________________

202
# Students Absent from Makeups for State-Required Assessments

The STC must list all students ABSENT from Makeups on this form. If 100% tested for EOGs, EOGs, and NCFEs, write NO ABSENCES.

For Online Tests, the STC must code the student ABSENT from ALL Makeups in NC Education also.

For Paper/Pencil tests, the STC must code the ABSENT bubble on the answer sheet also and return it to the district testing office for scanning.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>POWER SCHOOL Student No.</th>
<th>Grade</th>
<th>Subject</th>
<th>Classroom Teacher</th>
<th>Reason Student Is ABSENT from Testing</th>
</tr>
</thead>
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My signature below indicates that I understand it is the responsibility of the principal and school test coordinator to ensure that ALL eligible students are tested. Every effort was made to test students listed above and/or student was no longer available to be tested. Reason for not testing is stated clearly under “Reason Student is ABSENT from Testing.”

School Test Coordinator Signature / Date

Principal Signature / Date

203
SAMPLE – Checklist for Online Testing Readiness

1. **Test Coordinator Preparation**
   - All devices used for testing meet the minimum technical requirements for 2019–20:
     - Secure browser is updated and used on all desktops/laptops.
     - iPad app is updated:
       - with iOS version 9.3.2 and above, the app will open in Automatic Assessment Configuration.
     - Chromebooks are managed using technology requirements and it is strongly recommended that they are placed in kiosk mode.
     - Verify accommodations and accessibility features in NCTest administration are accurate prior to the day of testing.
     - Create a plan for:
       - distributing devices and ensure the school will administer all assessments within the 5/10-day window;
       - tracking students who have not completed testing;
       - providing each room with enough charged devices;
       - ensuring devices stay charged throughout the administration
       - distributing materials required for online testing (e.g., calculators, headphones)

2. **Test Administrator Preparation**
   - Receive training in administering the accommodations online.
   - Verify NCAdmin account log-in is successful (username/password.)
   - Power on and connect all devices used for testing to the network before test day. (This will ensure any updates or software deployment needed for testing are complete before test day.)

3. **Student Preparation**
   - Complete the required online assessment tutorial.
   - Use digital tools in the classroom on a regular basis.
   - Practice using the Released Forms embedded within NCTest.
   - Practice using the online calculator.
Testing Code of Ethics

Introduction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(h) Test administration.

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

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

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

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

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

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

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

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

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

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

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

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

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

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