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A. Statewide Testing and Accountability Requirements

This publication contains policy guidelines and procedures for testing students with disabilities in the North Carolina Testing Program. Students who are officially classified as having a disability are those who receive special education and related services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or identified with a disability under Section 504 of the Rehabilitation Act of 1973. School personnel must ensure the policy guidelines and procedures outlined in this publication are implemented appropriately.

All information provided in this publication represents the assessments and policies in place as of July 2020. Due to the possibility of subsequent guidance and regulations from the U.S. Department of Education, some of the information may be updated after July 2020. Always consult the public school unit test coordinator for any updated information.

Note: Throughout this document the term public school unit refers to a local school administrative unit, regional school, innovative school, laboratory school, residential school, or charter school. (GS 115-C-5)

Policy for Duplicating or Quoting from This Publication

North Carolina public school unit personnel, school personnel, parents, and students may duplicate or download this publication for instructional and educational purposes only. Portions of this document may be duplicated and distributed to members of IEP teams and Section 504 committees so informed decisions related to testing students with disabilities may be made. This publication is located on the NCDPI Division of Accountability Services website at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-disabilities. Others may not duplicate or quote from this publication without written permission from the NCDPI Division of Accountability Services.

School-Based Management and Accountability Program

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

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

The Purposes of the North Carolina Testing Program

The purposes of the North Carolina Testing Program, as described in G.S. §115C-174.10, are as follows:

1 School personnel must refer to the test publisher’s manual to determine appropriate accommodations for any nationally normed or commercially developed test (e.g., Terra Nova, Iowa Test of Basic Skills, and Stanford 9).
“(i) To assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society;

(ii) To provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and

(iii) To establish additional means for making the education system at the state, local, and school levels accountable to the public for results.”

Responsibilities of Agencies
Regarding the responsibilities of agencies for testing students with disabilities, G.S. §115C-174.12 states the following:

“(a) . . . The State Board of Education’s policies regarding the testing of children with disabilities shall:

(i) provide broad accommodations and alternate methods of assessment that are consistent with a student’s individualized education program and Section 504 (29 U.S.C. § 794) plans;

(ii) prohibit the use of statewide tests as the sole determinant of decisions about a student’s graduation or promotion; and

(iii) provide parents with information about the Statewide Testing Program and options for children with disabilities.

The State Board shall report its proposed policies and proposed changes in policies to the Joint Legislative Education Oversight Committee prior to adoption.

The State Board of Education may appoint an Advisory Council on Testing to assist in carrying out its responsibilities under this Article.”

Components of the North Carolina Testing Program
G.S. §115C-174.11(c), Annual Testing Program, states the following:

“(c) Annual Testing Program.

(1) The State Board of Education shall adopt the tests for grades three through 12 that are required by federal law or as a condition of a federal grant. These tests shall be designed to measure progress toward reading, communication skills, and mathematics for grades three through eight, and toward competencies for grades nine through 12. Students who do not pass the tests adopted for eighth grade shall be provided remedial instruction in the ninth grade.

(2) If the State Board of Education finds that additional testing in grades three through 12 is desirable to allow comparisons with national indicators of student achievement, that testing shall be conducted with the smallest size sample of students necessary to assure valid comparisons with other states.”
(3) Repealed by Session Laws 2014-78, s. 3(a), effective July 1, 2014.”

For the 2020–21 school year, the State Board of Education (SBE) requires the administration of the PreACT test for all students in the tenth grade. The SBE requires the administration of the ACT test for all students in the eleventh grade unless the student has already taken a comparable test and scored at or above a level set by the State Board. The grade 10 College and Career Readiness Alternate Assessment (CCRAA at grade 10) and the grade 10 NCEXTEND1 are the alternate assessments to the PreACT. The CCRAA at grade 11 and the grade 11 NCEXTEND1 are the alternate assessments to the ACT. Alternate assessment and ACT assessment results of students with disabilities shall be included in school accountability reports provided by the SBE.

The list of state-mandated tests is updated annually and is located on the website for the North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability.

Student Performance and Achievement
Students and schools are accountable for student performance and achievement. All students are to be given the opportunity to receive instruction that will allow them to perform successfully on all state-required tests.

Access to the General Curriculum and Assessment of Grade-Level Content
IDEA mandates that all students with disabilities be educated in the least restrictive environment and provided access to the general curriculum. The Every Student Succeeds Act (ESSA) requires all students to be assessed on grade-level content.

For students with the most significant cognitive disabilities, the alternate assessment is linked to grade-level content through the North Carolina Extended Content Standards for the state-adopted North Carolina Standard Course of Study for all assessed content areas (i.e., Reading, Mathematics, and Science). ESSA prohibits the development of additional alternate or modified assessments.

Rules, Guidelines, and Procedures for Implementing the North Carolina Testing Program
SBE policy NC Testing Program Rules, Guidelines and Procedures (TEST-009) states the following:

“The information contained within the North Carolina Testing Program policy documents shall apply to all public school personnel who are responsible for the implementation of the North Carolina Testing Program. These documents include the test administrator’s manuals and guides for each test, test material processing guides, handbooks, the North Carolina Proctor’s Guide, the North Carolina Testing Security: Protocol and Procedures for School Personnel publication, the Guidelines for Testing Students Identified as English Learners publication, the North Carolina Testing Students with Disabilities publication, and any subsequent published supplements or updates and periodic training provided to each LEA. The information shall set forth the rules and procedures required for a proper test administration and shall be provided to each LEA by the department through the LEA test coordinator.”
The LEA superintendent/charter school director shall ensure that each school follows the established testing procedures by keeping building-level administrators informed of their responsibilities. Local boards of education shall cooperate with the SBE in implementing the provisions of this policy.”

Testing personnel should refer to the most current Guidelines for Indicator Assessment(s) for Students with an Individualized Education Program and/or an English Learner Plan for specific information regarding policy and guidance on the North Carolina Career Technical Education (CTE) State Assessment Program. This document is available through the Career and Technical Education Division of the NCDPI.

Providing Information and Updates
Students, parents, Individualized Education Program (IEP) teams or Section 504 committee members, teachers, directors of instruction, exceptional children directors/coordinates, public school unit test coordinators, principals, and superintendents must review this publication before making decisions about students with disabilities who may be participating in the North Carolina Testing Program at grades 3–12 through the administration of a general assessment with or without accommodations or through the use of a North Carolina alternate assessment with or without accommodations.

Public school unit test coordinators must provide any subsequent updates to this publication or any other publication that has additional information to assist in the decision making for testing students with disabilities.

State Policy and Federal Laws
North Carolina SBE policy ACCT-021 requires all students with disabilities to participate in the statewide testing program by either taking the standard test administration with or without accommodations or by participating in the state-designated alternate assessment based on alternate academic achievement standards with or without accommodations. To participate in the alternate assessment, students must meet eligibility criteria established by the NCDPI. This policy is in accordance with IDEA and ESSA. Results from student performance are reported annually by the NCDPI.

General Information on Accommodations
Standardized test procedures for students with disabilities require testing accommodations and corresponding administrative procedures be developed and implemented to ensure individual student needs are met, and at the same time, to maintain sufficient uniformity of the test administration to maintain test validity and to fulfill the requirements of testing for accountability. State tests are not designed to provide comprehensive diagnostic information at the individual student level. Among the accommodations students with disabilities may need are (a) special print versions, (b) assistive technology devices or special test arrangements, and/or (c) a special test environment. A student may require the combined use of any number of these accommodations in order to obtain access to a given test. Accommodations designated for the tests should be consistent with accommodations used routinely during classroom instruction and similar classroom assessments. It is vital for students with disabilities to receive accommodations
on state-mandated tests that allow them to demonstrate their true abilities; however, students
must not receive unnecessary, inappropriate, or unfamiliar accommodations.

For any state-mandated test, accommodations must (1) be documented in the student’s current
IEP or Section 504 Plan, and (2) the documentation must reflect their routine use during
instruction and similar classroom assessments that measure the same construct. If a student has
not been provided the accommodations documented on the IEP or Section 504 Plan during
instruction, the student is still to receive the accommodations specified in the current IEP or
Section 504 Plan for the state-mandated tests. However, the use of testing accommodations that
were not routinely used during instruction or similar classroom assessments may constitute a
misadministration and result in an invalid test score. Moreover, student performance could be
adversely affected because the student did not become familiar with the accommodations before
testing. In such cases, a local investigation must be conducted to determine if the student was
adversely affected by the provision of the testing accommodations and if a misadministration
should be declared.

It is not appropriate to recommend the provision of accommodations during test administrations
if the purpose is to potentially enhance student performance rather than provide equal access and
opportunity to perform.

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

IEP teams and Section 504 committees are to use caution when selecting accommodations that
will invalidate the score. Accommodations that invalidate test results include

1. Test Read Aloud (in English) provided for North Carolina tests designed to measure
   reading comprehension,

2. Interpreter/Transliterator Signs/Cues Test provided for North Carolina tests designed to
   measure reading comprehension, and

3. assistive technology that reads text aloud provided for North Carolina tests designed to
   measure reading comprehension.

Transfer Students and Accommodations
If a student transfers to a public school in North Carolina and has a current IEP from out of state,
the IEP team is required to provide comparable services until the student is found eligible in
North Carolina and develops, adopts, and implements a new IEP, if appropriate. All
accommodations in a current IEP, including an IEP developed in another state, must be
honored—even if the accommodations will invalidate a score according to North Carolina
Testing Program policy. If such accommodations are used, then the student’s score will be
invalidated. In addition to notifying the student and parent of accommodations that will be
provided during testing, the school must inform the student and parent of any accommodations on the current IEP that will invalidate test results if they are provided.

Additional information regarding accommodations for state tests is in Sections C and E of this publication.

**General Information on the Alternate Assessments**

For a student with a disability to participate in an alternate assessment, the student must meet the eligibility criteria established by the NCDPI, and the decision to participate in the 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. These students may participate in the standard test administration with or without accommodations as documented in their individual Section 504 Plans.

Under ESSA, the number of students who may take the NCEXTEND1 Alternate Assessment is limited to no more than 1.0 percent of the total number of all students in the state who are assessed in a given subject (i.e., reading, mathematics, and science). The 1.0 percent threshold is at the state level. ESSA further requires that a public school unit exceeding 1.0 percent participation in any subject must submit a justification to the department, and the department must provide appropriate oversight to that district. The state and public school units must still meet the 95% participation rate for students enrolled in tested grades.

Only students with the most significant cognitive disabilities may participate in the alternate assessment, and no student can take the alternate assessment unless they are also participating in the North Carolina Extended Content Standards. Both IDEA and the ESSA require students with disabilities to participate in an alternate assessment, with or without accommodations, if they are receiving instruction through the North Carolina Extended Content Standards. In North Carolina, a student with the most significant cognitive disability is defined as a student

- whose disability significantly impacts cognitive functioning and adaptive behaviors, defined as those skills which are essential for someone to live and function independently;
- who requires extensive and repeated individualized instruction and support to make meaningful gains; and
- who uses substantially adapted materials and individualized methods of accessing information in alternative ways.

Additional information regarding alternate assessments is in Sections C and G of this publication.

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

All test administrators and proctors (if utilized) must adhere to the North Carolina Testing Code of Ethics (State Board policy TEST-010) and “implement the school system and local testing policies and procedures to assure all eligible students are tested fairly.” Since IDEA and ESSA require all students with disabilities to participate in the statewide testing program, a local
procedure must be established in the public school unit to ensure students with disabilities who have the appropriate documentation in their current IEPs or Section 504 Plans (1) participate in the general assessment under standard conditions (i.e., without accommodations); (2) participate in the general assessment with testing accommodations; or (3) if eligible, participate in a North Carolina alternate assessment (i.e., with or without accommodations).

To ensure test results are valid, all school personnel must follow the appropriate procedures for use of the accommodation or alternate assessment for students with disabilities located in this publication and other designated state publications. If questions arise regarding procedures for determining or using appropriate accommodations or a North Carolina alternate assessment, school staff must contact the public school unit test coordinator.

Refer to Section C: Procedures for Determining Participation in either the General Test Administration or the Alternate Assessments with or without Testing Accommodations for additional information.
B. Responsibilities of the Public School Unit Test Coordinator, Exceptional Children Director or Coordinator, and Section 504 Coordinator

The public school unit test coordinator, exceptional children director, and Section 504 coordinator are to work collaboratively to provide information to school-based staff regarding policies and procedures for testing students with disabilities. This information will explain how to appropriately document in either the current IEP or Section 504 Plan a student’s participation in the statewide testing program at grades 3–12, including whether the student will participate in the

1. general assessment under standard conditions (i.e., without testing accommodations);
2. general assessment with testing accommodations; or
3. North Carolina alternate assessment (with or without testing accommodations), if eligible.

Local personnel must ensure any circumstances resulting from the provision and use of an accommodation or alternate assessment (e.g., procedures that invalidate test results) are explained to and understood by parents, legal guardians, surrogate parents, and students who are age eighteen or older. Students who are age eighteen or older are at the age of majority; therefore, must be informed of their rights.

Document Information
Public school unit test coordinators, exceptional children directors, and Section 504 coordinators are to distribute and review copies of this document, or portions thereof, which contains SBE policies for testing students with disabilities, to appropriate school personnel and members of the community so IEP teams and Section 504 committees can make informed decisions related to testing students with disabilities.

Joint Responsibility
It is recommended that public school units develop a local plan to designate responsibilities for the public school unit test coordinator, exceptional children director, and Section 504 coordinator to more clearly define their roles in the assessment of students with disabilities. It is the joint responsibility of school personnel to work collaboratively to ensure the following occur within a reasonable time frame:

1. All teachers, IEP teams, and Section 504 committees, including parent(s), guardian(s), and surrogate parent(s), must be informed about
   a. the state testing requirements at each grade level (including the National Assessment of Educational Progress [NAEP], if applicable);
   b. the guidelines governing the provision and use of testing accommodations; and
   c. the guidelines governing the administration and use of the North Carolina alternate assessments.
2. A local monitoring system is to be established to ensure only eligible students with disabilities who have appropriate documentation in current IEPs or Section 504 Plans are provided testing accommodations during the administration of state tests and, to ensure valid test results, all state policies are followed.

3. A local monitoring system is to be established to ensure only eligible students with disabilities who have appropriate documentation in current IEPs participate in a North Carolina alternate assessment if not participating in a statewide general assessment with or without accommodations.

4. Appropriate documentation in a current IEP or Section 504 Plan is to be on file in the event of state audits or monitoring that may be required as part of the Exceptional Children, State Testing, and Accountability Programs.

5. Any special scheduling or other provisions that may be required to accommodate testing students with disabilities are to be arranged.

6. Each school’s implementation of state policies is to be monitored to ensure appropriate procedures are followed during the administration of state tests with accommodations. Appropriate accommodations are provided only to students with disabilities who have documentation that they are eligible to receive them. Additional information is in Section F of this publication.

7. A local system is to be established for (a) notifying parents, legal guardians, surrogate parents, and students before the actual test administration date about the approved accommodations the student will be provided during the actual test administration and (b) creating procedures to follow if a student declines to use the approved accommodation(s) during an actual test administration. This information must be documented in the public school unit and school testing plans. Additional information is in Section C of this publication.

8. All appropriate staff are to receive training about IDEA, ESSA, and the North Carolina alternate assessments. IDEA and ESSA require all students with disabilities to participate in the administration of a general assessment, with or without accommodations, or to be administered an alternate assessment, with or without accommodations. When the IEP team, using the state eligibility criteria, determines and documents that a student will participate in a North Carolina alternate assessment, the student must participate in the documented alternate assessment unless the IEP team reconvenes and changes the testing requirements. Any changes in testing requirements (e.g., change from general assessment to alternate assessment, change from alternate assessment to general assessment) should not be made unless there are at least 120 school days before the testing window. As IEPs are created at various times of the school year, this window may not fit for every student. However, teams should make every effort before the assessment to provide the student with a minimum of 120 days of instruction in the content standards on which the student will be assessed.

9. Parents, legal guardians, and surrogate parents (and students age 18 or older) must be informed when their student’s instruction and evaluation will be based on alternate academic achievement standards through the North Carolina Extended Content
Standards. Additional information on North Carolina Extended Content Standards may be found in Sections C and G of this publication.

**Joint Training of Local Staff**

Early in the school year, school personnel must receive training on how to use accommodations during instruction. Before testing, training sessions on testing students with disabilities must be conducted by the public school unit for

1. test administrators;
2. proctors (if utilized);
3. exceptional children teachers; and
4. any other appropriate school personnel who serve students with disabilities on IEP teams and Section 504 committees or who are otherwise involved in administering a state test, providing accommodations during the administration of a state test, or administering or assisting with the administration of an alternate assessment.

Training related to testing is primarily the responsibility of public school unit test coordinators. However, exceptional children directors, Section 504 coordinators, and general curriculum specialists are strongly encouraged to participate and assist in developing training for personnel involved in testing students with disabilities. In no case shall a test be administered by an individual who has not participated in training on the administration of state tests, the appropriate use of testing accommodations, or, if applicable, the procedures for administering the alternate assessments.

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

1. A trained proctor (i.e., one-on-one, full time proctor or a roving proctor) may be assigned to a teacher who is administering a state-mandated test, regardless of the number of students tested. Test administrators may require special assistance from a trained proctor when administering the alternate assessment or tests requiring accommodations.
2. Every attempt must be made to relieve students’ testing anxiety.
3. The security of the test and any confidential student information must always be maintained.

Training on testing students with disabilities includes

1. review of the standard procedures for administrating the test(s);
2. information located in the *Testing Students with Disabilities* document (this publication) and the North Carolina *Testing Code of Ethics*, which includes information about maintaining test security and the sanctions for violations;
3. information about ordering test materials—the superintendent or the superintendent’s designee, usually the public school unit test coordinator, is responsible for ensuring secure test materials are properly ordered. Special print versions (e.g., *braille, large print, one test item per page editions*, and *large print/one test item per page editions*) must be
entered into the public school unit-approved accommodations management system (i.e., Every Child Accountability and Tracking System [ECATS], PowerSchool, or a public school unit-approved, third-party application) for ordering purposes. Testing accommodations information must be accurate within the accommodations management systems in order to ensure adequate production, quality control, and delivery time of the special print versions;

4. information about testing accommodations (Additional information regarding testing accommodations is in Sections C and E of this publication.):

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

- A student may require accommodations for only one test (e.g., reading), or a student may have approval for accommodations for several tests (e.g., reading, mathematics, and science). In addition, a student may have approval for more than one accommodation per test because of his or her individual needs.

- The test administrator must code all applicable bubbles on the student answer sheet for paper/pencil tests or complete the accommodations provided on the Accommodations tab in NCTest for online tests to identify the specific accommodation(s) provided during the test administration. Coding/completion must be accurate. This information is used for state and federal reporting purposes and for making determinations about the validity of test scores. When a state test is administered with accommodations, students are to be provided the following information on an individual basis before the test date:
  
  o identity of the test administrator, proctor (if utilized), interpreter, transliterator, or scribe (if known) (It is desirable that students know and have worked with the test administrator, proctor, interpreter, transliterator, or scribe before the test administration.);
  
  o test date, time the test administration is scheduled to begin, room location; and
  
  o the testing accommodations that will be provided and the way in which they will be provided.

- Unless the provision or use of the testing accommodation requires special handling, the test administrator must follow standard procedures for processing test materials.

- Procedures for storing or returning paper/pencil test materials used with accommodations (e.g., Braille Editions or test books used for the Student Marks Answers in Test Book accommodation) are in the North Carolina Test Coordinators’ Policies and Procedures Handbook.

5. Although training on the alternate assessment for students with disabilities is the responsibility of the public school unit test coordinator, it should be conducted in collaboration with the exceptional children director. The collaboration is necessary
because the majority of public school unit test coordinators may have minimal experience working with alternate academic achievement standards and students with disabilities.

Communication and cooperation among public school unit staff is vital to ensure test administrators and related personnel involved in the administration of the alternate assessment receive appropriate training, staff development, and support. (Additional information regarding the alternate assessments is in Sections C and G of this publication.)

**Review of Recommendations**

The exceptional children director and Section 504 coordinator, in collaboration with the public school unit test coordinator, are to review the testing accommodations and any alternate assessment decided by the IEP teams and Section 504 committees. This may include review of documentation in IEPs and Section 504 Plans and any available reports from ECATS, PowerSchool, or the public school unit-approved accommodations management systems.
C. Procedures for Determining Participation in either the General Test Administration or the Alternate Assessments with or without Testing Accommodations

The following procedures are used when determining whether students with disabilities will either participate in the general state tests with or without accommodations or participate in the North Carolina alternate assessments with or without accommodations.

General Local Procedures

Instructional and testing needs for a student with disabilities must be considered every school year at the annual review of the student’s IEP or Section 504 Plan. The IEP team or Section 504 committee discusses the individual instructional and testing needs of the student with disabilities who is to participate in the state-mandated test administration. Information in this publication must be studied and, in the case of each student, the team or committee must determine which of the following options is appropriate for each state test, field test, or national test (e.g., NAEP) at the grade level or course:

- Participation in the general state test under standard conditions (i.e., without testing accommodations);
- Participation in the general state test with testing accommodations; or
- Participation in a North Carolina alternate assessment, with or without testing accommodations.

Information and procedures for each of the above options are described below. Addressing one state test at a time enables the IEP team or Section 504 committee to focus on individual student needs for each test. For example, it may be appropriate for a student to receive an accommodation during the North Carolina End-of-Grade (EOG) Assessment of Reading; however, the team/committee may decide the same student is to be administered the North Carolina EOG Assessment of Mathematics under standard conditions (i.e., without accommodations).

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

The decision regarding participation in a general state test (with or without accommodations) versus the use of an alternate assessment for participation in the North Carolina Testing Program must be based on the state eligibility criteria and on the individual needs of the student, and it must be documented in the current IEP. The decision must not be made to enhance test scores for student placement decisions or accountability purposes. For best practices, the decision regarding a student’s participation in an alternate assessment should be made and documented in the student’s IEP at least 120 school days before the testing window. Students with only a Section 504 Plan are not eligible to participate in a North Carolina alternate assessment.
The following provides procedures that public school unit test coordinators must follow to ensure IEP teams and Section 504 committees have current information to consider when determining how a student will participate in the state tests:

1. Distribute copies of this publication to appropriate school and local personnel.

2. In relation to the statewide testing program, provide school-based staff with current information regarding student participation in the North Carolina Testing Program, which includes:

   i. state tests, field tests and special studies, and national assessments (e.g., NAEP, PreACT, ACT, ACT WorkKeys) required at each grade;
   
   ii. guidelines for testing under standard conditions;
   
   iii. procedures for discussing testing with accommodations (including procedures to be followed in the event (1) the student declines to use the accommodation and (2) an accommodation not located in this publication is provided during the administration of a North Carolina test);
   
   iv. procedures for discussing North Carolina alternate assessments;
   
   v. established local procedures for collecting information for ordering (1) special print versions such as braille, one test item per page editions, large print editions, and large print/one test item per page editions; and (2) North Carolina alternate assessments (For the North Carolina alternate assessments, it is imperative public school unit test coordinators obtain accurate information in a timely manner regarding the number of alternate assessments needed at each school so that students can be assessed during the designated testing windows.);
   
   vi. IDEA; and
   
   vii. ESSA.

Access to the General Curriculum

IDEA mandates all students with disabilities are ensured access to the general curriculum. For students with the most significant cognitive disabilities, access is provided through the North Carolina Extended Content Standards for the state-adopted North Carolina Standard Course of Study for all assessed content areas (i.e., reading, mathematics, and science).

According to ESSA, all students must be assessed on grade-level content. For students with the most significant cognitive disabilities, the assessment must be linked to grade-level content through the North Carolina Extended Content Standards.

Instructional Accommodations

This guide focuses on the North Carolina Testing Program, testing accommodations and alternate assessments that may be considered in determining how a student will participate in the state tests; however, it is also important, to recognize instructional accommodations. The accommodations to be used during instruction and classroom assessments should always be discussed, finalized, and documented in the current IEP or Section 504 Plan before the discussion and documentation of accommodations to be used during a state-mandated test.
administration. These accommodations should enable the student to access information during instruction and generally are not held to the same restrictions as testing accommodations. A wide array of accommodations may be used during instruction. If there are questions regarding instructional accommodations, the student’s exceptional children teachers and school system exceptional children staff may be of assistance. After the IEP team or Section 504 committee determines which accommodations are needed during instruction and classroom assessments, it should address state testing. The accommodations for state tests are a subset of those needed during instruction.

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

North Carolina Testing Program
Each school year, the NCDPI Division of Accountability Services/North Carolina Testing Program publishes information regarding the current North Carolina Testing Program. Updated North Carolina Testing Program publications can be obtained by visiting the NCDPI Division of Accountability Services/North Carolina Testing Program website at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability.

In the event the IEP team or Section 504 committee addresses procedures not specified in this document, the team or committee should contact the public school unit test coordinator and exceptional children director or coordinator, or the Section 504 coordinator for clarification before arriving at a final decision. The public school unit test coordinator can provide the IEP team or Section 504 committee with information regarding the potential impact of the IEP team or Section 504 committee decision regarding test validity and test security (e.g., test scheduling) in addition to mandates such as the federal ESSA legislation, the North Carolina Administrative Procedures Act, SBE policies, and the North Carolina Testing Code of Ethics.

The SBE determines proficiency standards (i.e., cut scores) for all North Carolina tests. IEP teams or Section 504 committees are not permitted to revise the standards established by the SBE in order to meet the unique needs of a student.

Student Participation in the North Carolina Testing Program
The IEP team or Section 504 committee must discuss whether the student will participate in each general state-mandated test (1) under standard conditions (i.e., without testing accommodations), (2) with testing accommodations, or (3) through an alternate assessment, with or without testing accommodations. The following provides a list of the state-mandated tests in the 2020–2021
North Carolina Testing Program by grade (see Section G of this guide for the alternate assessment(s) available for each test):

**Grades K–2**
1. *ACCESS for ELLs®* (K)
2. *ACCESS for ELLs* (1–2)

**Grade 3**
1. Beginning-of-Grade 3 (BOG3) Reading Test
2. North Carolina EOG Assessment of Reading
3. North Carolina EOG Assessment of Mathematics
4. *ACCESS for ELLs*

**Grade 4**
1. North Carolina EOG Assessment of Reading
2. North Carolina EOG Assessment of Mathematics
3. NAEP
4. *ACCESS for ELLs*

**Grade 5**
1. North Carolina EOG Assessment of Reading
2. North Carolina EOG Assessment of Mathematics
3. North Carolina EOG Assessment of Science
4. *ACCESS for ELLs*

**Grade 6**
1. North Carolina EOG Assessment of Reading
2. North Carolina EOG Assessment of Mathematics
3. *ACCESS for ELLs*

**Grade 7**
1. North Carolina EOG Assessment of Reading
2. North Carolina EOG Assessment of Mathematics
3. *ACCESS for ELLs*

**Grade 8**
1. North Carolina EOG Assessment of Reading
2. North Carolina EOG Assessment of Mathematics
3. North Carolina EOG Assessment of Science
4. NAEP
5. *ACCESS for ELLS*
Grade 9
1. North Carolina End-of-Course (EOC) Assessments
2. ACCESS for ELLs

Grade 10
1. North Carolina EOC Assessments
2. PreACT
3. ACCESS for ELLs

Grade 11
1. North Carolina EOC Assessments
2. ACT
3. ACCESS for ELLs

Grade 12
1. North Carolina EOC Assessments
2. ACT WorkKeys
3. NAEP
4. ACCESS for ELLs

North Carolina–Developed Field Tests and Special Studies
Students with disabilities who are administered a North Carolina-developed field test or special study are to participate (under standard conditions or with accommodations) in the same manner as the current IEP or Section 504 Plan documents their participation in the operational North Carolina test (e.g., a sixth-grade student who is to receive approved accommodations for the operational EOG mathematics test receives the same accommodations for an EOG mathematics field test or special study). Contact the public school unit test coordinator for a list of the current North Carolina-developed field tests and special studies, which is updated annually.

General Test Administration
When appropriate, students with disabilities should participate in the general administration of state tests.

North Carolina Testing Program Summative Assessment Options Charts
The IEP team or Section 504 committee must consider the North Carolina Testing Program Summative Assessment Options charts whenever making decisions about how a student will participate in the testing program. Each type of test administration is described in these charts. Students with only Section 504 Plans are not eligible to participate in a North Carolina alternate assessment and must be assessed on the general state test, with or without accommodations.

The current assessment options charts are found at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-disabilities.

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2 North Carolina EOC assessments are administered at the end of the course for English II, NC Math 1, NC Math 3, and Biology SBE Policy TEST-003 specifies that “students who are enrolled for credit in courses in which EOC assessments are required shall take the appropriate EOC assessment at the completion of the course.”
Testing Mode Options

In addition to making decisions about how a student with disabilities will participate in the testing program, due consideration must be given to the student’s testing mode. All North Carolina assessments are available in either a paper/pencil or an online mode. Some assessments are required online administrations. However, for any assessment, including those required online, students with disabilities can receive either a paper/pencil or an online format of the assessment if there is documentation for the need in the student’s current IEP or Section 504 Plan. IEP teams and Section 504 committees determine whether a student’s disabling condition prevents the student from being able to access instructional materials in one of these formats. It is an IEP team or Section 504 committee decision whether a student requires a specific mode for accessibility. The mode of testing should mirror the delivery of daily classroom instruction and assessment. If a student requires a specific mode of testing, the team should include data and document the rationale in the IEP or Section 504 Plan.

Before selecting paper-based tests, IEP teams and Section 504 committees should first consider the accessibility features and accommodations that are available to the student for online testing. Students should have the opportunity to practice interacting with the tools and features in the online testing system. It is important that students have used the online tutorials and released tests to become familiar with selecting answers, using the online tools, moving through the test, and submitting the test. If students are unable to access the online assessments because of a documented disability, the paper/pencil assessment mode is an option that may be discussed and provided if documented in the current IEP or Section 504 Plan.

Questions for Determining a Specific Mode of Testing

The IEP team or Section 504 committee may wish to address the following questions when determining whether a student needs a specific mode of testing for accessibility:

1. What is the student’s disabling condition?
2. How does the student’s disabling condition impact the student’s ability to access electronic devices or printed materials?
3. Is the student able to access electronic devices for other purposes (i.e., cell phone use, gaming, and/or instructional activities)?
4. Which mode does the student use when completing instructional assignments, benchmarks and/or classroom assessments?

Guiding Principles for Accommodations

The following “Guiding Principles” for accommodations used during state-mandated tests are adapted from a document published by the Council of Exceptional Children.

a) “Do not assume that every student with disabilities needs assessment accommodations.” Accommodations provided and used in state assessments should be routinely used in instruction and similar classroom assessments.

b) “Obtain approval by the IEP team.” The IEP team or Section 504 committee must determine the testing accommodations.
c) “Base accommodations on student need.” Whether a student receives testing accommodations and what those accommodations should be must be based on the particular needs of that student. Decisions must not be based on a category of disability or an educational placement.

d) “Be respectful of the student’s cultural and ethnic background.” When a testing accommodation is being discussed, make sure the student and the student’s family are comfortable with it. If a student is also identified as an EL, the student’s ability to access the test from a language perspective must also be taken into consideration when making testing decisions.

e) “Integrate assessment accommodations into classroom instruction.” Decisions regarding testing accommodations must be based on which accommodations the student requires to access instruction and similar classroom assessments. The instructional accommodation decision thus comes before the testing accommodation decision.

f) “Know which accommodations are approved for each assessment.” Refer to the tables in Section E of this publication for North Carolina’s lists of approved testing accommodations. The lists are specific for each test. If the IEP team or Section 504 committee determines that a student requires an accommodation not found on the lists, the process specified in this publication under the Special Accommodation Request subheading should be followed.

g) “Plan early for accommodations.” The need for accommodations should be evident during classroom instruction. The discussion concerning accommodations should take place well before the administrations of any assessments for which they are needed.

h) “Include the student in decision making.” Whenever possible, the student should be included in deciding whether a testing accommodation is appropriate. A student can often express if there is a need for an accommodation and a willingness to use it. It is likely a student who is uncomfortable with an accommodation may be reluctant to use it.

i) “Understand the purpose of the assessment.” It is important to know which construct is being tested so the chosen accommodations yield valid results. For instance, use of the Test Read Aloud (in English) accommodation is a valid option for the North Carolina EOG Assessment in Mathematics but would invalidate the results for the North Carolina EOG Assessment in Reading.

j) “Request only those accommodations that are truly needed.” The decision regarding testing accommodations must be based on the individual needs of the student. If the student does not need an accommodation in order to access the test, use of it may overwhelm or distract the student. For instance, if a student is provided the Test Read Aloud (in English) accommodation but does not need it in order to access the test, the distraction of someone reading the test may outweigh any benefits.
k) “Determine if the selected accommodation requires another accommodation.” There are some accommodations, such as the Test Read Aloud (in English), that may require the student to also receive a special test environment accommodation.

l) “Provide practice opportunities for the student.” All students should have opportunities to practice sample questions in the same format that they will experience on the test. Practice opportunities may demonstrate that a specific testing accommodation is unnecessary for the student. For example, if a student is provided ample opportunity to practice responding to questions on a bubble sheet, it may be determined that the student does not require the Student Marks Answers in Test Book accommodation.

m) “Remember that accommodations in test taking won’t necessarily eliminate frustration for the student.” Testing accommodations are not meant to provide a student with an unfair advantage, but rather an opportunity to demonstrate what the student can do. Therefore, the use of testing accommodations does not guarantee a proficient score for the student or a reduction in test anxiety or other emotions caused by the testing situation.

Accommodations for the National Assessment of Educational Progress at Grades 4, 8, and 12

Background Information about the National Assessment of Educational Progress (NAEP). The 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.
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.

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 LTT assessments. These grades and ages were selected because they represent critical junctures in academic achievement.

To ensure the data have integrity and are complete, every effort must be made to include each selected student in the NAEP assessments. The NCDPI recommends IEP teams and Section 504 committees utilize the accommodation(s) in the District Assessment section of the respective plans during the administration of NAEP. Participation is required for students who can access the assessment; there are no consequences for students or schools based on student performance. Using the documented accommodations or revisiting those in the District and State Assessment section of the IEPs and Section 504 Plans will provide increased access for students with disabilities.

The NCDPI is committed to including as many students as possible in the NAEP. The NAEP results for North Carolina should represent the entire student population. The IEP team and the
Section 504 committee should consider ways to offer accommodations for students to enable participation in NAEP, and every effort should be made to identify an accommodation that will facilitate students’ participation in NAEP. The NAEP reports only showcase results at the state level; there are no high-stake consequences for individual students or schools.

**Accommodations for North Carolina-Developed Tests**

Each member of the IEP team or Section 504 committee is to have access to the accommodation information located in *Section E: Testing Accommodations—Descriptions and Procedures* at the IEP or Section 504 meeting, so specific procedures for a test administration can be discussed, determined, and documented. The IEP team or Section 504 committee is to discuss specific procedures located in *Section E* before making a final decision to avoid any anomalies and misadministrations. The team or committee has the responsibility of specifying, to the greatest degree possible, how the accommodations are to be provided during testing. For example, the team or committee is to address (a) the length of a session before a break, or if the sessions are to stretch across multiple days, how many additional days are needed when providing the *Multiple Testing Sessions* accommodation, (b) the amount of extra time to be given when providing the *Scheduled Extended Time* accommodation, and (c) whether the test administrator reads aloud all words or only words requested by the student when providing the *Test Read Aloud (in English)* accommodation for tests that do not measure reading comprehension. *Section E* should guide the public school unit test coordinator and the test administrator in providing accommodations to students during the actual test administration.

The following accommodations approved for use by the NCDPI Division of Accountability Services will result in valid test scores for North Carolina-developed tests:

**Special Print Versions**
- Braille Edition
- Large Print Edition
- One Test Item Per Page Edition
- Large Print/One Test Item Per Page Edition

**Assistive Technology Devices and Special Arrangements**
- Assistive Technology Devices (includes Amplification Devices and Keyboarding Devices)
- Braille Writer/Braille Paper, Slate and Stylus/Braille Paper and Electronic Braille Notetaker
- Cranmer Abacus
- Dictation to a Scribe
- Interpreter/Transliterator Signs/Cues Test (Use of this accommodation during the administration of a state test that measures reading comprehension invalidates the results of the test.)
- Magnification Devices
- Student Marks Answers in Test Book
- Student Reads Test Aloud to Self
- **Test Read Aloud (in English)** (Use of this accommodation during the administration of a state test that measures reading comprehension invalidates the results of the test.)

Tests in the North Carolina Testing Program that measure reading comprehension include (a) the Beginning-of-Grade 3 Reading Test; (b) the EOG Reading assessments; and (c) the EOC English II assessment.

**Special Test Environments**
- **Multiple Testing Sessions**
- **Scheduled Extended Time**
- **Testing in a Separate Room** (includes individual or small group administration, study carrel, special furniture, special lighting)

**Documentation of Accommodations**
If the IEP team or Section 504 committee determines testing with accommodations is appropriate, documentation must exist in the student’s current IEP or Section 504 Plan to substantiate the provision of these accommodations. The documented accommodations must be used routinely during (a) classroom instruction and (b) similar classroom assessments that measure the same construct.

Public school units must ensure the language used on testing accommodations documentation (e.g., IEPs, Section 504 Plans) aligns with the state-approved language regardless of the type of plan or documentation under which a student requires a testing accommodation. The state-approved language must be used to document both the testing accommodations and the guidelines for providing them. Given that some accommodations require details as to how the accommodation must be provided (e.g., the amount of **Scheduled Extended Time**), it is also essential that accommodations documentation include designated areas to record the details.

The NCDPI has provided optional Testing Accommodations Charts to assist in maintaining alignment and consistency in accommodations documentation. For example, a Section 504 committee could complete the Section 504 Testing Accommodations Chart and include it in the Section 504 Plan as documentation of testing accommodations. These charts are available at [https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-accommodations](https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-accommodations).

Additional information regarding the provision of accommodations for North Carolina Tests is in **Section E** of this publication.
Testing Accommodations Documentation

To meet the needs of the whole child and ensure a complete record of testing accommodations that addresses all the student’s needs, the NCDPI has established the following order for testing accommodation documentation (there can only be one authoritative source for data collection purposes):

1. IEP
2. Section 504 Plan
3. EL Plan or 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 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. In order to implement the documentation in the best interest of the student, the appropriate team members must be present or consulted before meetings where accommodations decisions are made.

Students Eligible for Testing Accommodations

Any student with a documented disability and a current IEP or Section 504 Plan is eligible for testing accommodations.

Students with Disabilities also Identified as English Learners (ELs)

Students with disabilities who are also identified as ELs are eligible for all the state-approved testing accommodations for students with disabilities. These students are also eligible for the state-approved testing accommodations for ELs if they meet specific criteria as outlined in SBE policy TEST-011. All EL testing accommodations overlap with those approved for students with disabilities except for the Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator accommodation.

For a student with a disability who is also identified as an EL, the student’s IEP or Section 504 Plan must document all testing accommodations, including those related to the student’s limited English proficiency. The testing accommodations related to the English proficiency needs of these students should also be indicated in their EL Plan or documentation along with the other pertinent information required within the plan.

Information regarding the testing of students identified as ELs, including a description of the Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator accommodation, can be found in the North Carolina Testing Program—Guidelines for Testing Students Identified as English Learners document found at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-identified-english-learners.
The ESSA requires that each state has a plan for the inclusion of recently arrived ELs in the State Accountability Model. In North Carolina, all students identified as ELs, including students in their first year in U.S. schools, must participate in the statewide testing program using either the standard test administration or the standard test administration with accommodations.

The following table describes how North Carolina includes ELs in the accountability model for content assessments:

<table>
<thead>
<tr>
<th>Recently Arrived EL (by year)</th>
<th>Year 1 (Reading, Math, Science)</th>
<th>Year 2 (Reading, Math, Science)</th>
<th>Year 3 and beyond (Reading, Math, Science)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does EL take assessments?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Does EL receive an Individual Student Report?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Is EL included in the Accountability System?</td>
<td>No</td>
<td>Included for Growth</td>
<td>Included for Proficiency and Growth</td>
</tr>
</tbody>
</table>

**Students with Transitory Impairments and Section 504 Plans**

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 an impairment with an actual or expected duration of six months or less. A transitory impairment 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 as having 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 public school unit test coordinator or designee in the provision of the specified accommodations before the test administration.

**Students with Glucose Meters and Insulin Pumps**
Students may use diabetes glucose meters and insulin pumps if they are part of their Diabetes Medical Management Plan, Individual Health Plan, or doctor’s orders. Students requiring a cellular device to communicate with a glucose monitor can have the phone in the testing room. However, the test administrator must ensure that the phone is kept away from other students and is not used for any reason other than to communicate with the continuous glucose monitor.

To take care of diabetic needs, students may require additional accommodations, such as having access to a snack to treat hypoglycemia, *Scheduled Extended Time, Multiple Testing Sessions*, or *Testing in a Separate Room*. Diabetic students wearing insulin pumps, using glucose meters, or requiring snacks do not have to test in a separate room if these accommodations have been used routinely during classroom instruction or similar classroom assessments and their classmates are accustomed to the diabetes management care procedures (e.g., snacking, checking blood levels, insulin pumps or glucose meters beeping).

**Addressing the Use of Testing Accommodations**
Testing accommodations are not disability-specific; they are child-specific. Additionally, accommodation needs for individual students may differ based on the content area or construct being assessed. An IEP team or Section 504 committee may determine that a student who qualifies for special services in one area needs testing accommodations in another area because of the nature of the test. For example, a student with a learning disability in the area of reading may require the use of the *Test Read Aloud (in English)* accommodation during the administration of a mathematics test. In such cases, the special need identified in one area (e.g., reading) must also affect the other area (e.g., mathematics) during the test administration; however, the specific need must be justified in the student’s current IEP or Section 504 Plan. Another example would be a student with a learning disability only in the area of written expression. If the IEP team or Section 504 committee determines that this student needs accommodations during the administration of a reading or mathematics test, the specific need must be justified in the documentation.

**Changes in Testing Accommodations before Testing**
For a student with disabilities to be eligible to receive a testing accommodation, it must be documented in the student’s current IEP or Section 504 Plan, and the accommodation must be routinely used during instruction and similar classroom assessments. Instructional accommodations can and should be used or changed as appropriate in order to meet the needs of
the student; however, it is a best practice for a student to have at least thirty school days before the test date to use the accommodation. This helps to ensure the student has experience using the accommodations during instruction and similar classroom assessments before testing. The use of testing accommodations that have not been used routinely during instruction or similar classroom assessments may result in a misadministration and invalidate test scores.

If a student is newly identified as having a disability before testing, any testing accommodations that are documented and implemented should have been used as interventions before the identification.

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

Notifying Students about Accommodations
Notifying students before the actual test administration date about the accommodations they will be provided allows students to know what to expect in advance of testing. For example, if a student will be provided the Test Read Aloud (in English) accommodation during the administration of a mathematics test, the IEP team or Section 504 committee may have agreed and documented that the test administrator is only to read aloud upon student request. On the other hand, either may have specified that the test administrator is to read all words aloud to the student. Knowing such details beforehand assists the student in preparing for the test administration.

Notifying the student ahead of time gives school personnel the opportunity to address any student concerns before the actual test administration date. For example, when the student is notified about the accommodation before the test date, the student may state he or she does not want to use the accommodation documented on the IEP or Section 504 Plan. This prior knowledge allows the school time to work with the student, parent, legal guardian, or surrogate parent, and the IEP team or Section 504 committee to resolve the issue beforehand.

Accommodations documented on the IEP or Section 504 Plan must be provided during state test administrations regardless of whether a student wants to use them.

Procedures to Follow When a Student Declines the Use of a Testing Accommodation
Once the IEP team or Section 504 committee determines which accommodation(s) the student will be provided during the test administration, the procedures to be followed in the event the student declines to use the accommodation(s) during the actual test administration must be discussed. This discussion must be documented in the current IEP or Section 504 Plan. Every effort must be made to ensure IEP or Section 504 Plan requirements are followed, including the use of accommodation(s) documented in the current IEP or Section 504 Plan.

- **Step 1.** At the annual review of the IEP or Section 504 Plan, the IEP team or Section 504 committee determines and documents the testing accommodation(s) for which a student demonstrates need. Before the test administration date, the student will be
notified of which accommodation(s) that will be provided during the actual test administration. Documentation of notification should be maintained at the school. The student will also be reminded of the accommodation(s) on the day of testing before the actual test administration. (The team or committee must discuss the procedures to be followed in the event the student declines the use of the accommodation(s) during the actual test administration.) Steps 2–5 may be unnecessary during the actual test administration if the student uses the documented accommodation(s).

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

- **Step 3.** If the student continues to decline the use of the accommodation(s), the test is administered without the accommodation(s). The incident must be reported immediately to the school test coordinator to allow any needed changes to the student’s testing time and location. Documentation is made on the state accommodations monitoring form (i.e., *Review of Accommodations Used During Testing*) indicating the student did not use the accommodation(s). The school test coordinator will notify the exceptional children teacher or the school Section 504 coordinator and the public school unit test coordinator at the end of testing.

- **Step 4.** Immediately upon completion of testing, on the same day, the parent, legal guardian, or surrogate parent is notified by telephone with a follow-up in writing that the accommodation was provided at the start of the test administration, but the student declined the use of the accommodation. Telephone and written follow-up are to be completed by the student’s exceptional children teacher or Section 504 case manager, who manages the IEP or Section 504 Plan development respectively.

- **Step 5.** If the parent, legal guardian, or surrogate parent wishes to have the student retested, then this must be documented in writing with the parent’s, legal guardian’s, or surrogate parent’s signature. This documentation must be completed before the parent, legal guardian, or surrogate parent knows the test results. A Report of Testing Irregularity must be completed in the Online Testing Irregularity Submission System (OTISS), and the student must be retested using another secure form of the test.

- **Step 6.** The IEP team or Section 504 committee reconvenes to readdress the recommendations for accommodation(s) and the student’s concerns. The team or committee may elect to invite the student to attend the meeting. The *Review of Accommodations Used During Testing* forms completed during previous test administrations should be reviewed at this meeting to inform testing accommodations decisions. More information on these forms is available in *Section F* of this publication.
As mentioned in Step 2, a student may decline the use of an accommodation during a testing session. “Decline” is defined as a student’s refusal to use a documented accommodation. For example, a student who has *Test Read Aloud (in English)* and chooses not to engage in the read aloud function on the computer, would be declining a documented accommodation. However, students who do not utilize the *Scheduled Extended Time* accommodation because they finish within the provided testing time, would not be considered declining since they did not need to utilize the additional time.

**Special Accommodation Request**
In the event the IEP team or Section 504 committee recommends the provision of an accommodation or procedures not located in this publication, the public school unit test coordinator must be notified immediately. A *Special Accommodation Request*, located in Appendix B of this publication, must be completed with the appropriate signatures. The NCDPI must receive the *Special Accommodation Request* as soon as possible after the IEP or Section 504 meeting. The NCDPI will provide the public school unit 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 NC Education in the Testing News Network (TNN) Test Materials Order System.

Delivery of special print requests can only be guaranteed if they are received by the NCDPI thirty school days (forty school days for braille) before the date they are needed.

**Valid and Invalid Test Results**
All valid test scores remain in the student’s permanent record and are used for student placement decisions and accountability purposes. Invalid test results must not be included in the student’s permanent record or be used for placement decisions or accountability purposes.

**Discussing the Use of the North Carolina Alternate Assessment**

1. The IEP team must discuss and exhaust the use of appropriate, specially designed instruction and testing accommodations before considering the need for instruction in the Extended Content Standards and thereby, an alternate assessment. Students with a Section 504 Plan must participate in the general test administration with or without the use of accommodations; these students are NOT eligible to participate in an alternate assessment or receive instruction through the Extended Content Standards. IDEA requires (1) all students, including those with disabilities, participate in statewide test administrations, and (2) if students with disabilities cannot participate in a general statewide test administration, with or without accommodations, they will participate in the state alternate assessment.

At IEP meetings, each member of the IEP team is to have access to the alternate assessment information located in *Section G: North Carolina Alternate Assessments* so specific procedures for a test administration can be discussed, determined, and documented.
2. When discussing the use of an alternate assessment, the IEP team must carefully review potential long-term consequences for state and local graduation requirements with all team members, including the parent(s), legal guardian(s), surrogate parent(s), and the student, beginning at age fourteen (or younger if determined appropriate by the IEP team) for post-secondary transition planning. Automatic and blanket use of an alternate assessment for groups of students based on one or more common characteristics, such as a specific disability or low achievement, is prohibited.

3. A careful and complete analysis regarding the decision to use an NCDPI-designated alternate assessment must occur if the IEP team determines the student cannot meaningfully participate in instruction based on the general content standards and the general statewide test administration, with or without accommodations, for the following state-mandated tests:

- ACCESS for ELLs (K)
- ACCESS for ELLs (Grades 1–12)
- North Carolina EOG Assessments of Reading (Grades 3–8)
- North Carolina EOG Assessments of Mathematics (Grades 3–8)
- North Carolina EOG Assessments of Science (Grades 5 and 8)
- North Carolina EOC Assessments of English II, NC Math 1, NC Math 3 and Biology
- PreACT (Grade 10)
- ACT (Grade 11)

For best practices, the decision regarding a student’s participation in an alternate assessment should be made and documented in the student’s IEP at least 120 school days before the testing window. Additional information regarding North Carolina alternate assessments is in Section G of this publication.
D. 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, Section 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>
</tr>
</thead>
<tbody>
<tr>
<td>Calculator (assessments requiring calculator use only)</td>
</tr>
<tr>
<td>Breaks at predetermined intervals</td>
</tr>
<tr>
<td>Scratch paper</td>
</tr>
<tr>
<td>Pencils with erasers</td>
</tr>
<tr>
<td>Graph paper (mathematics tests)</td>
</tr>
<tr>
<td>Tests written using Plain English*</td>
</tr>
</tbody>
</table>

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

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

Designated features must be assigned to a student by trained educators or teams using a consistent process as determined at the local level. The use of any of these designated features can be considered as 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, or EL Plans, the IEP team, Section 504 committee, or EL team 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 students. Educators should also consider the needs of the entire class or 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 administration 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 or Colored Pencils</td>
</tr>
</tbody>
</table>

**Color Contrast**
- A tool changes background color to provide higher contrast on a computer screen.
- The required Online Assessment Tutorial is used to determine a student’s preferred alternate background color.
- Options for color contrast include a background of white, yellow, green, gray, or cream with black font or a black background with white font.
- This tool must be preselected in the student interface questions (SIQ) in NCTest in order to be available at the time of testing.

**Adapted Mouse**
- Before testing, test administrators must ensure that any adapted mouse meets the requirements of the NC Testing Program.

**Online and Paper/Pencil Administrations**

**Color Acetate Overlays**
- A color acetate overlay can change background color to provide the student with higher contrast or glare reduction.
- A student may use only one color overlay for testing.

**Noise-Cancelling Headphones and Ear Plugs**
- Headphones and ear plugs reduce unwanted ambient and low frequency sounds.
- 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

**Reading Tracker**
- A tracking tool guides the student’s eyes while reading text.
- Reading trackers must be blank (i.e., empty space on both sides) for test administrations.
Online and Paper/Pencil Administrations

Preferential Seating within the Regular Classroom

- Preferential seating within the regular classroom (i.e., not in a separate setting) may be used for students for the administration of all tests within the North Carolina Testing Program.
- Preferential seating may be appropriate for students who have difficulty maintaining attention in a group setting, students who use specialized equipment that may be distracting to others, or students with visual impairments who may need special lighting or 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 round tables, standing desks, stability or 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 Regional Accountability Coordinator (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 administration 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 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 questions.
- Redirection must be provided in a consistent manner and must not interfere with the standardization of the test administration.

Accommodations

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

Specific information about approved accommodations for use on state-mandated tests for students with an IEP or Section 504 Plan can be found in Section E. Additional information
about accommodations available to ELs can be found in the Testing Students Identified as English Learners publication located at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-identified-english-learners.

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 assessment scenarios.

E. Testing Accommodations—Descriptions and Procedures

This section provides information about the approved accommodations for use on state-mandated tests in the North Carolina Testing Program. These accommodations are typically used by students with disabilities, including students identified only under Section 504. When accommodations are provided in accordance with the procedures in this section and a proper test administration, results from the tests are deemed valid. Test administrators are to recognize that the following procedures take precedence over any conflicting regular test procedures in the administration guides when administering state tests with approved accommodations as described in this publication (e.g., students who use the Student Marks Answers in Test Book accommodation must not be given an answer sheet during the actual test administration).

Accommodations not described in this publication. The provision of accommodations other than those in this publication may result in invalid test scores. The process described in this publication under the Special Accommodation Request subheading (see Section C) must be followed in order to determine if the recommended accommodations will invalidate results of the test.

WIDA. All accommodations for the EL proficiency test are in the WIDA® ACCESS for ELLs North Carolina Policy and Procedure Guidance for Annual Testing document.

ACT. Accommodation information for the ACT is in The ACT Test Administration Manual State and District Special Testing (Accommodations or English Learner Supports). There are two accommodation options available to students with disabilities for the ACT: (1) ACT Approved accommodations and (2) Non-College Reportable accommodations. ACT Approved accommodations result in ACT scores that are fully reportable to colleges, scholarships, and other entities. ACT Approved accommodations are granted based on the documented disability or disorder and the history of the diagnosis. Accommodations applications are reviewed by ACT on a case-by-case basis. Testing materials for Non-College Reportable accommodations must be requested through ACT. The ACT scores from Non-College Reportable accommodations administrations are not eligible for submission to colleges, scholarships, or other entities.

ACT encourages schools to apply for ACT Approved accommodations for students seeking testing accommodations on the ACT.

The administration of the PreACT and the ACT WorkKeys tests with accommodations is at the discretion of school personnel. There is no ACT approval process for students to receive PreACT or WorkKeys accommodations; however, accommodation decisions should be supported by the student’s IEP, Section 504 Plan, or EL Plan. The school should utilize the PreACT as an opportunity to determine the accommodations that the student may need in order to access the ACT.

Questions about accommodations on the ACT, PreACT, or ACT WorkKeys should be directed to ACT, not the NCDPI.
Role of the IEP Team or Section 504 Committee
Only the IEP team or Section 504 committee can determine if a student with a disability will participate in a state-mandated general test administration with or without accommodations, or if eligible, participate in an alternate assessment with or without accommodations.

The decision must be documented in the current IEP or Section 504 Plan. At the IEP team or Section 504 committee meeting, each member of the team or committee is to have access to the accommodation information contained within this publication so specific procedures for a test administration can be discussed, determined, and documented. Portions of this document may be copied and distributed to team and committee members before meetings so all members may be familiar with the information.

The IEP team or Section 504 committee must discuss specific procedures for accommodation use before making a final decision to avoid any anomalies and misadministrations. The IEP team or Section 504 committee has the responsibility of specifying information that will guide the school test coordinator and test administrator when providing accommodations to students (e.g., the amount of extra time to be given when providing Scheduled Extended Time or the length of a testing session before a break or how many additional days are needed when providing Multiple Testing Sessions).

Accommodations Tables
The following tables contain the accommodations approved for use during state-mandated test administrations.
<table>
<thead>
<tr>
<th>Accommodation</th>
<th>BOG3 and EOG Assessments Online Administrations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading (Grades 3–8)</td>
</tr>
<tr>
<td>Assistive Technology Devices</td>
<td>Yes</td>
</tr>
<tr>
<td>Braille Edition (Full UEB)</td>
<td>No</td>
</tr>
<tr>
<td>Braille Writer/Braille Paper</td>
<td>Yes</td>
</tr>
<tr>
<td>Slate and Stylus/Braille Paper</td>
<td>Yes</td>
</tr>
<tr>
<td>Electronic Braille Notetaker</td>
<td>Yes</td>
</tr>
<tr>
<td>Cranmer Abacus</td>
<td>Yes</td>
</tr>
<tr>
<td>Dictation to a Scribe</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Reads Test Aloud to Self</td>
<td>Yes</td>
</tr>
<tr>
<td>Test Read Aloud (in English)</td>
<td>No</td>
</tr>
<tr>
<td>Interpreter/Transliterator Signs/Cues Test</td>
<td>No</td>
</tr>
<tr>
<td>Large Print Edition</td>
<td>No</td>
</tr>
<tr>
<td>Magnification Devices</td>
<td>Yes</td>
</tr>
<tr>
<td>Multiple Testing Sessions</td>
<td>Yes</td>
</tr>
<tr>
<td>One Test Item Per Page Edition</td>
<td>No</td>
</tr>
<tr>
<td>Scheduled Extended Time</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Marks Answers in Test Book</td>
<td>No</td>
</tr>
<tr>
<td>Testing in a Separate Room</td>
<td>Yes</td>
</tr>
<tr>
<td>Word-to-Word Bilingual (English/Native Language)</td>
<td>Yes</td>
</tr>
<tr>
<td>Dictionary/Electronic Translator (ELs only)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

1 The BOG3 and all EOG assessments are 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 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 administration guides may be read aloud or signed/cued during the administration of any state 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 enough for a student with visual impairments, 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 ELs 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.
Approved Accommodations for PAPER/PENCIL Administrations of North Carolina Beginning-of-Grade 3 and End-of-Grade Assessments at Grades 3–8 for Students with Current IEPs or Section 504 Plans\(^1\)

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>BOG3 and EOG Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading (Grades 3–8)</td>
</tr>
<tr>
<td>Assistive Technology Devices</td>
<td>Yes</td>
</tr>
<tr>
<td>Braille Edition (Full UEB)</td>
<td>Yes</td>
</tr>
<tr>
<td>Braille Writer/Braille Paper</td>
<td>Yes</td>
</tr>
<tr>
<td>Slate and Stylus/Braille Paper</td>
<td>Yes</td>
</tr>
<tr>
<td>Electronic Braille Notetaker</td>
<td>Yes</td>
</tr>
<tr>
<td>Cranmer Abacus</td>
<td>Yes</td>
</tr>
<tr>
<td>Dictation to a Scribe</td>
<td>Yes</td>
</tr>
<tr>
<td>Interpreter/Transliterator Signs/Cues Test</td>
<td>No(^2)</td>
</tr>
<tr>
<td>Large Print Edition</td>
<td>Yes</td>
</tr>
<tr>
<td>Magnification Devices</td>
<td>Yes</td>
</tr>
<tr>
<td>Multiple Testing Sessions</td>
<td>Yes</td>
</tr>
<tr>
<td>One Test Item Per Page Edition</td>
<td>Yes</td>
</tr>
<tr>
<td>Scheduled Extended Time</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Marks Answers in Test Book</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Reads Test Aloud to Self</td>
<td>Yes</td>
</tr>
<tr>
<td>Test Read Aloud (in English)</td>
<td>No(^2)</td>
</tr>
<tr>
<td>Testing in a Separate Room</td>
<td>Yes</td>
</tr>
<tr>
<td>Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)</td>
<td>Yes(^3)</td>
</tr>
</tbody>
</table>

\(^1\) The BOG3 and all EOG assessments are 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 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, test directions in the administration guides may be read aloud or signed/cued during the administration of any state test.

\(^3\) 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.
### Approved Accommodations for ONLINE Administrations of North Carolina End-of-Course Assessments at Grades 9–12 for Students with Current IEPs or Section 504 Plans

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>End-of-Course (EOC) Assessments Online Administrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Technology Devices</td>
<td>Yes</td>
</tr>
<tr>
<td>Braille Edition (Full UEB)</td>
<td>No</td>
</tr>
<tr>
<td>Braille Writer/Braille Paper</td>
<td>Yes</td>
</tr>
<tr>
<td>Slate and Stylus/Braille Paper</td>
<td>Yes</td>
</tr>
<tr>
<td>Electronic Braille Notetaker</td>
<td>Yes</td>
</tr>
<tr>
<td>Cranmer Abacus</td>
<td>Yes</td>
</tr>
<tr>
<td>Dictation to a Scribe</td>
<td>Yes</td>
</tr>
<tr>
<td>Test Read Aloud (in English)</td>
<td>No for English II²</td>
</tr>
<tr>
<td></td>
<td>Yes for Biology, NC Math 1, and NC Math 3</td>
</tr>
<tr>
<td>Interpreter/Transliterator Signs/Cues Test</td>
<td>No for English II²</td>
</tr>
<tr>
<td></td>
<td>Yes for Biology, NC Math 1, and NC Math 3</td>
</tr>
<tr>
<td>Large Print Edition</td>
<td>No³</td>
</tr>
<tr>
<td>Magnification Devices</td>
<td>Yes</td>
</tr>
<tr>
<td>Multiple Testing Sessions</td>
<td>Yes</td>
</tr>
<tr>
<td>One Test Item Per Page Edition</td>
<td>No⁴</td>
</tr>
<tr>
<td>Scheduled Extended Time</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Marks Answers in Test Book</td>
<td>No⁵</td>
</tr>
<tr>
<td>Student Reads Test Aloud to Self</td>
<td>Yes</td>
</tr>
<tr>
<td>Testing in a Separate Room</td>
<td>Yes</td>
</tr>
<tr>
<td>Word-to-Word Bilingual (English/Native Language)</td>
<td>Yes⁶</td>
</tr>
<tr>
<td>Dictionary/Electronic Translator (ELs only)</td>
<td></td>
</tr>
</tbody>
</table>

¹ All EOC assessments are 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 or Section 504 Plan.

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

³ The Large Print Edition accommodation is not an applicable accommodation for online tests 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 enough for a student with visual impairments, this option may be used in conjunction with the Magnification Devices accommodation or a large print edition of the paper/pencil test may be ordered.

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

⁵ The Student Marks Answers in Test Book accommodation is not an applicable accommodation for online tests 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.
## Approved Accommodations for PAPER/PENCIL Administrations of North Carolina End-of-Course Assessments at Grades 9–12 for Students with Current IEPs or Section 504 Plans

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>End-of-Course (EOC) Assessments Paper/Pencil Administrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Technology Devices</td>
<td>Yes</td>
</tr>
<tr>
<td>Braille Edition (Full UEB)</td>
<td>Yes</td>
</tr>
<tr>
<td>Braille Writer/Braille Paper</td>
<td>Yes</td>
</tr>
<tr>
<td>Slate and Stylus/Braille Paper</td>
<td>Yes</td>
</tr>
<tr>
<td>Electronic Braille Notetaker</td>
<td>Yes</td>
</tr>
<tr>
<td>Cranmer Abacus</td>
<td>Yes</td>
</tr>
<tr>
<td>Dictation to a Scribe</td>
<td>Yes</td>
</tr>
<tr>
<td>Test Read Aloud (in English)</td>
<td>No for English II²</td>
</tr>
<tr>
<td>Interpreter/Transliterator Signs/Cues Test</td>
<td>Yes for Biology, NC Math 1, and NC Math 3</td>
</tr>
<tr>
<td>Large Print Edition</td>
<td>Yes</td>
</tr>
<tr>
<td>Magnification Devices</td>
<td>Yes</td>
</tr>
<tr>
<td>Multiple Testing Sessions</td>
<td>Yes</td>
</tr>
<tr>
<td>One Test Item Per Page Edition</td>
<td>Yes</td>
</tr>
<tr>
<td>Scheduled Extended Time</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Marks Answers in Test Book</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Reads Test Aloud to Self</td>
<td>Yes</td>
</tr>
<tr>
<td>Testing in a Separate Room</td>
<td>Yes</td>
</tr>
<tr>
<td>Word-to-Word Bilingual (English/Native Language)</td>
<td>Yes³</td>
</tr>
<tr>
<td>Dictionary/Electronic Translator (ELs only)</td>
<td></td>
</tr>
</tbody>
</table>

1 All EOC assessments are 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 or Section 504 Plan.

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

3 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.
## Approved Accommodations for the North Carolina NCEXTEND1 Alternate Assessments at Grades 3–8, 10, and 11 for Students with Current IEPs Only

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Reading Grades 3–8 and 10</th>
<th>Mathematics Grades 3–8 and 10</th>
<th>Science Grades 5, 8, and 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>Braille Writer/Braille Paper</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Large Print Materials</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>NCEXTEND1 tests are to be read aloud to all students as specified in the NCEXTEND1 Assessment Guide.</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)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Test Read Aloud (in English)</td>
<td>NCEXTEND1 tests are to be read aloud to all students as specified in the NCEXTEND1 Assessment Guide.</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</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</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 individual Section 504 Plans.

2. Large print materials may be created by the assessor as needed for those students who routinely have print and visual materials enlarged for instructional use. This accommodation may be used only for the NCDPI-provided test cards. The selection booklets used in NCEXTEND1 reading tests 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 Test Read Aloud (in English) or Interpreter/Transliterator Signs/Cues Test accommodations for the last selection will result in invalid item scores. The NCEXTEND1 reading assessment at grade 11 has only one selection. The assessor must read the selection aloud to the student. The selection and questions may be read aloud 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 or pictures, placement of pictures on information boards, and use of student-specific symbols are allowed. Adaptations to NCDPI-provided manipulatives may be created by the assessor as needed for those students who routinely have adaptations to materials for instructional use. This accommodation may be used only for the NCDPI-provided manipulatives, such as test card kits.

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.
Approved Accommodations for the ONLINE Administration of the North Carolina College and Career Readiness Alternate Assessments (CCRAA) at Grades 10 and 11 for Students with Current IEPs Only1

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>Students with Current IEPs2 Online Administrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Technology Devices</td>
<td>Yes</td>
</tr>
<tr>
<td>Braille Edition (Full UEB)</td>
<td></td>
</tr>
<tr>
<td>Braille Writer/Braille Paper</td>
<td>No</td>
</tr>
<tr>
<td>Slate and Stylus/Braille Paper</td>
<td>Yes</td>
</tr>
<tr>
<td>Electronic Braille Notetaker</td>
<td>Yes</td>
</tr>
<tr>
<td>Cranmer Abacus</td>
<td>Yes</td>
</tr>
<tr>
<td>Dictation to a Scribe</td>
<td>Yes</td>
</tr>
<tr>
<td>Test Read Aloud (in English)3</td>
<td>Yes</td>
</tr>
<tr>
<td>Interpreter/Transliterator Signs/Cues Test3</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Reads Test Aloud to Self</td>
<td>Yes</td>
</tr>
<tr>
<td>Large Print Edition</td>
<td>No4</td>
</tr>
<tr>
<td>Magnification Devices</td>
<td>Yes</td>
</tr>
<tr>
<td>Multiple Testing Sessions</td>
<td>Yes</td>
</tr>
<tr>
<td>One Test Item Per Page Edition</td>
<td>No5</td>
</tr>
<tr>
<td>Scheduled Extended Time</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Marks Answers in Test Book</td>
<td>No6</td>
</tr>
<tr>
<td>Testing in a Separate Room</td>
<td>Yes</td>
</tr>
<tr>
<td>Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)</td>
<td>Yes7</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, and Science).

4 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 enough for a student with visual impairments, 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.

5 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.

6 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.

7 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 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.
Approved Accommodations for the PAPER/PENCIL Administration of the North Carolina College and Career Readiness Alternate Assessments (CCRAA) at Grades 10 and 11 for Students with Current IEPs Only

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>Students with Current IEPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Technology Devices</td>
<td>Yes</td>
</tr>
<tr>
<td>Braille Edition (Full UEB)</td>
<td>Yes</td>
</tr>
<tr>
<td>Braille Writer/Braille Paper</td>
<td>Yes</td>
</tr>
<tr>
<td>Slate and Stylus/Braille Paper</td>
<td>Yes</td>
</tr>
<tr>
<td>Electronic Braille Notetaker</td>
<td>Yes</td>
</tr>
<tr>
<td>Cranmer Abacus</td>
<td>Yes</td>
</tr>
<tr>
<td>Dictation to a Scribe</td>
<td>Yes</td>
</tr>
<tr>
<td>Test Read Aloud (in English)</td>
<td>Yes*</td>
</tr>
<tr>
<td>Interpreter/Transliterator Signs/Cues Test</td>
<td>Yes*</td>
</tr>
<tr>
<td>Student Reads Test Aloud to Self</td>
<td>Yes</td>
</tr>
<tr>
<td>Large Print Edition</td>
<td>Yes</td>
</tr>
<tr>
<td>Magnification Devices</td>
<td>Yes</td>
</tr>
<tr>
<td>Multiple Testing Sessions</td>
<td>Yes</td>
</tr>
<tr>
<td>One Test Item Per Page Edition</td>
<td>Yes</td>
</tr>
<tr>
<td>Scheduled Extended Time</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Marks Answers in Test Book</td>
<td>Yes</td>
</tr>
<tr>
<td>Testing in a Separate Room</td>
<td>Yes</td>
</tr>
<tr>
<td>Word-to-Word Bilingual (English/Native Language)</td>
<td>Yes*</td>
</tr>
<tr>
<td>Dictionary/Electronic Translator (ELs only)</td>
<td>Yes*</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, and Science).

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 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.
The following accommodations are included as special print versions:

- **Braille Edition**
- **Large Print Edition**
- **One Test Item Per Page Edition**
- **Large Print/One Test Item Per Page Edition**

For ordering purposes, special print versions must be entered into the public school unit-approved accommodations management system (i.e., ECATS, PowerSchool, or a public school unit-approved third-party application) at the time of the IEP team or Section 504 committee meeting. Testing accommodations information must be accurate within the accommodations management system 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 public school unit test coordinator must check the ordering page once it is open to ensure that all special print versions have been submitted.

Braille, large print, one test item per page, and large print/one test item per page editions as specified in this publication can be ordered from TNN and do not require a Special Accommodation Request to be submitted to the NCDPI. Special print versions other than those specified in this publication (e.g., large print edition in 28-point font), must be requested via a Special Accommodation Request as described under the Special Accommodation Request subheading of this publication. Orders for accommodated test books will automatically be accompanied by the appropriate accommodated supplemental materials (e.g., large print graph paper).

Delivery of special print requests can only be guaranteed if they are received by the NCDPI thirty school days (forty school days for braille) before the date they are needed.
Braille Edition

The Braille Edition accommodation is available for specific tests. Please refer to the tables in Section E (Testing Accommodations—Descriptions and Procedures) of this publication for the tests permitting the Braille Edition accommodation.

North Carolina online tests. The Braille Edition accommodation is not applicable for online assessments.

Transition to the Unified English Braille Code (UEB)
On November 2, 2012, the Braille Authority of North America (BANA) voted to adopt Unified English Braille (UEB) as an official code to replace the English Braille American Edition (EBAE) in the U.S. The formal motion approved reads as follows:

“Therefore, it is moved that the Braille Authority of North America (BANA) adopts Unified English Braille to replace the current English Braille American Edition (EBAE) in the United States while maintaining the Nemeth Code for Mathematics and Science Notation, 1972 Revision; the Music Braille Code, 1997; and the IPA Braille Code, 2008. The official braille codes for the United States will be Unified English Braille; Nemeth Code for Mathematics and Science Notation, 1972 Revision and published updates; Music Braille Code, 1997; and The IPA Braille Code, 2008.”

On September 11, 2015, North Carolina held a stakeholder meeting, and the decision was made to transition to UEB in totality, which includes braille code for literary, math, and technical materials. As a result, the full UEB literary and UEB math are available for all grades. A Special Accommodation Request must be submitted for EBAE or UEB with embedded Nemeth text. A rationale documenting why the student is not able to participate in the assessment using the full UEB must be included in the request.

Description
Assessment materials must be available in the braille code that is used most efficiently by each test taker as indicated on his/her IEP or Section 504 Plan. IEP teams and Section 504 committees must determine at the meeting what braille code is appropriate for the student and document the appropriate type in the accommodations data management system.

If the Braille Edition accommodation is provided to the student, as with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

UEB literary code and UEB for math and technical materials code reference sheets do not accompany braille editions for use during secure state test administrations. The information located on such sheets should be addressed during classroom instruction.
Contracted and Uncontracted Braille
Braille types are either contracted or uncontracted. Contracted braille, or “Grade Two” braille, is written with a variety of standard shortcuts for digraphs, parts of words, and entire words. The North Carolina Testing Program produces test editions using contracted braille.

Uncontracted braille, or “Grade One” braille, is written letter to letter with each word spelled out completely. A Special Accommodation Request must be submitted to the NCDPI for the provision of uncontracted braille test editions.

Students with impaired vision who do not have contracted braille skills may have the braille or the standard version of the test read aloud while the test administrator or scribe records student responses. (Tests that measure reading skills, such as the EOG Reading or EOC English II assessments, must not be read aloud, as this would invalidate the students’ scores because these tests measure reading skills.) See the information on the Test Read Aloud (in English) accommodation, including information regarding the reading aloud of North Carolina reading tests and consequent validity.

Ordering Braille Editions and Supplemental Materials
For ordering purposes, UEB braille editions must be entered into the public school unit-approved accommodations management system (i.e., ECATS, PowerSchool, or a public school unit-approved third-party application) at the time of the IEP team or Section 504 committee meeting. Testing accommodations information must be accurate within the accommodations management system 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 public school unit test coordinator must check the TNN ordering page once it is open to ensure that all special print versions have been ordered.

The braille available for order is contracted “full UEB” with no Nemeth code. Uncontracted braille and braille versions other than those specified in this publication, must be requested via a Special Accommodation Request (see the Special Accommodation Request subheading in Section C this publication).

Orders for all braille test books will automatically be accompanied by the appropriate accommodated supplemental materials (e.g., braille periodic table, formula sheets).

Before test day, students should have access to and become familiar with any braille reference tables, formula sheets, or periodic tables that will accompany their assessments. The public school unit test coordinator can submit a Special Accommodation Request form to receive a copy of these supplemental materials before the test date for braille students to use during instruction and similar classroom assessments. Online submission of the Special Accommodation Request is available in NC Education in the TNN Test Materials Order System. See Appendix B for a sample request form.

Considerations and Instructions
Recording student responses. Answers for test questions may be marked in the braille test book, brailled, dictated to a scribe, or recorded using an assistive technology device (e.g., word
processor, electronic braille notetaker, or braille writer), as determined by the IEP team or Section 504 committee. The accommodation that specifies the method for recording student responses must be included in the current IEP or Section 504 Plan.

**Using a braille edition test in the regular classroom.** Some students with impaired vision may be able to take the braille edition test in the regular classroom if responses can be recorded in a manner that does not disturb other students (e.g., marking answers in the test book, electronic notetaker, or braille writer). Preparations must be made before the test administration in order to accommodate these students.

**Regular copy of test book.** The test administrator must have a regular print copy of the test book (i.e., same form letter and number as the student’s braille edition) in case the student asks questions. The test administrator should ensure the form of the regular test book matches the braille edition form before beginning the test administration. If the student asks questions during the test and is in the regular classroom with other students, caution should be taken. Security of test questions must be maintained, and distractions must be minimized.

**Transcribers’ notes.** If a test question is accommodated to be consistent with braille coding, a transcriber’s note will be included in the braille edition that describes how the question has been accommodated. Transcribers’ notes are located at the front of the braille editions. The notes are in regular type that can be read by the test administrator. Transcribers’ notes can be read aloud to braille readers who have documentation in their current IEP or Section 504 Plan to receive the Test Read Aloud (in English) accommodation.

**Background information precoded for the student.** Before the test administration, the student background information will be precoded on the students’ regular scannable answer sheets. When using the Braille Edition accommodation while testing in a separate room with students who do not record their responses directly on the answer sheet, the directions for checking the precoded information (e.g., student’s name and other background information) should not be read aloud to the students.

**Record student name on braille edition.** The student’s full name and a second identifier (e.g., PowerSchool Student Number) must be written legibly on the front of the braille edition. The recorded information must uniquely identify the student.

**Questions for the IEP Team or Section 504 Committee**
The IEP team or Section 504 committee may wish to address the following questions when determining whether the Braille Edition accommodation is appropriate for the student:

1. Does the student routinely use braille materials during regular classroom instruction and similar classroom assessments?

2. Are UEB literary code and UEB math and technical materials code reference sheets available during classroom instruction?

3. What braille code is being used with instructional materials?
4. Does the student have contracted braille skills?

5. Assessment materials must be available in the code that is used most efficiently by the student as indicated on the IEP or Section 504 Plan. Are appropriate braille editions ordered for materials?

6. How will the student record responses to the braille edition of the test (e.g., mark in the test book, use a braille writer, dictate to a scribe, or use an assistive technology device), and is this accompanying accommodation documented in the IEP or Section 504 Plan?

7. Should the student be provided the braille edition during the test administration in the regular classroom setting, or should the student also use the Testing in a Separate Room accommodation?

8. Should the student be provided the Scheduled Extended Time accommodation?

Collecting, Storing, and Processing Test Materials

Transcribing student responses. Students may record their responses in a manner other than the regular answer document, requiring the test administrator or principal’s designee to transcribe the student’s responses to the appropriate answer sheet for scoring purposes. If a student’s responses require the transcriber to transcribe information from a braille format (i.e., answers marked in braille test book or student used a braille writer), the transcriber must be trained and proficient in reading braille. The transcription must be double-checked by another designated braille-proficient school official to ensure no errors occurred. 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 outside cover of the braille test book. Only responses on regular answer sheets will be scored. The test administrator must purge any electronic files immediately following the completion of the transcription process. If the responses are not transcribed, test results will be returned as the lowest possible score. Gridded-response questions for the mathematics tests and the constructed response questions for the English II EOC test must be transcribed in the manner specified in the administration guides.

Error report. If errors in braille editions are discovered, a Special Print Versions Error Report Form, which is obtained from the public school unit test coordinator, must be completed and submitted to the NCDPI/Technical Outreach for Public Schools (TOPS). See Appendix G for a sample Special Print Versions Error Report Form.

Storing or returning braille editions. The public school unit must follow the procedures in the North Carolina Test Coordinators’ Policies and Procedures Handbook regarding storing or returning braille editions of state tests. The procedures may vary based on the test administered to the students.
Large Print Edition

A Large Print Edition accommodation is available for specific tests. Please refer to the tables in Section E (Testing Accommodations—Descriptions and Procedures) of this publication for the tests permitting the Large Print Edition accommodation.

North Carolina online tests. The Large Print Edition accommodation is not applicable 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 enough for a student because of visual impairments, the large font option may be used in conjunction with the Magnification Devices accommodation, or a large print edition of the paper/pencil test may be ordered.

Description
The Large Print Edition accommodation allows a student to take a test using an enlarged version of the test. The NCDPI standard test forms are printed on 8.5" x 11" paper, using 12-point Verdana font. The NCDPI large print edition tests are printed on 11" x 17" paper, using 22-point Verdana font. The large print editions are printed one-sided and come stapled. When a test item requires superscript or subscript, the text of the superscript and subscript is in 22-point Verdana font, and the text in the question and answer containing them is enlarged to 33-point Verdana font. The graph paper included with the large print edition is comprised of 1/2-inch squares.

Students typically circle their responses to questions directly on the large print edition of the test (i.e., uses the Student Marks Answers in Test Book accommodation as documented in the IEP or Section 504 Plan).

As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

For tests delivered online, the font size is 12-point Verdana for standard test forms and 18-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.

Ordering large print editions. Orders for large print editions must be entered into the public school unit-approved accommodations management system (i.e., ECATS, PowerSchool, or a public school unit-approved third-party application) at the time of the IEP or Section 504 annual review meeting. Testing accommodations information must be accurate within the accommodations management system 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 public school unit test coordinator must order through the TNN ordering page once it is open to ensure that all special print versions have been requested.

Large print editions can be ordered from TNN and do not require a Special Accommodation Request to be submitted to the NCDPI. Large print editions other than those specified in this publication, must be requested via a Special Accommodation Request (see the Special Accommodation Request subheading in this publication). Orders for large print editions will
automatically be accompanied by the appropriate accommodated supplemental materials (e.g., large print graph paper).

Large print/one test item per page editions printed on 11” x 17” paper in 22-point Verdana font can also be ordered from TNN and do not require a Special Accommodation Request to be submitted to the NCDPI. Large print/one test item per page editions in a font size other than 22-point Verdana must be requested via a Special Accommodation Request (see the Special Accommodation Request subheading in this publication).

Considerations and Instructions
Magnification devices. If applicable, the test administrator is to remind students to bring their magnification devices to the test administration site. The students must also have the Magnification Devices accommodation documented in their IEPs or Section 504 Plans.

Using a large print edition in the regular classroom. Some students with impaired vision may be able to take the large print edition test in the regular classroom if responses can be recorded in a manner that does not disturb other students (e.g., marking answers in the test book). Preparations must be made before the test administration to accommodate these students.

Background information precoded for the student. Before the test administration, the student background information will be precoded on the student’s regular scannable answer sheet. When using the Large Print Edition accommodation while testing in a separate room with students who do not record their responses directly on the answer sheet, the directions for checking the precoded information (e.g., student’s name and other background information) should not be read aloud to the students.

Record the student name on the large print edition. The student’s full name and a second identifier (e.g., PowerSchool Student Number) must be written legibly on the front of the large print edition. The recorded information must uniquely identify the student.

Questions for the IEP Team or Section 504 Committee
The IEP team or Section 504 committee may wish to address the following questions when determining whether the Large Print Edition accommodation is appropriate for the student:

1. Does the student routinely use large print materials during regular classroom instruction and similar classroom assessments?

2. How will the student record responses to the large print edition of the test (e.g., mark in the test book, use a braille writer, dictate to a scribe, or use an assistive technology device), and are all accompanying accommodations documented in the IEP or Section 504 Plan?

3. Does the student need the Magnification Devices accommodation?

4. For tests available online, is the large font option more appropriate than the Large Print Edition accommodation?

5. Does the student need the Scheduled Extended Time accommodation?
6. Does the student need an edition that is both large print and one test item per page? If so, a large print/one test item per page edition can be ordered from TNN and does not require a Special Accommodation Request to be submitted to the NCDPI. The IEP team or Section 504 committee should be aware that the combination of these accommodations produces a large document, both in the size of paper (same size paper [11" x 17"] as the large print edition) and in the number of pages.

7. The standard large print edition uses 22-point Verdana font. The IEP team or Section 504 committee, if considering another font size, should determine whether a minimal increase or decrease in font size is required by the student. If a larger font is required, has the team considered using the standard large print edition in conjunction with the Magnification Devices accommodation?

Collecting, Storing, and Processing Test Materials

Transcribing student responses. Students may mark their responses in the large print edition test books, requiring the test administrator or principal’s designee to transcribe the student’s responses to the appropriate answer sheet for scoring purposes. The transcription must be double-checked by another designated school official to ensure no errors occurred. 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 outside cover of the test book. Only responses on regular answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score. Gridded-response questions for the mathematics tests and the constructed response questions for the English II EOC test must be transcribed in the manner specified in the administration guides.

Error report. If errors in the large print edition are discovered, a Special Print Versions Error Report Form, which is obtained from the public school unit test coordinator, must be completed and submitted to the NCDPI/TOPS. See Appendix G for a sample Special Print Versions Error Report Form.

Storing or returning large print editions. The public school unit must follow the procedures in the North Carolina Test Coordinators’ Policies and Procedures Handbook regarding storing or returning large print editions of state tests. The procedures may vary based on the test administered to the students.
One Test Item Per Page Edition

The One Test Item Per Page Edition accommodation is available for specific tests. Please refer to the tables in Section E (Testing Accommodations—Descriptions and Procedures) of this publication for a list of the tests permitting the One Test Item Per Page Edition accommodation.

North Carolina online tests. The One Test Item Per Page Edition accommodation is not applicable for online tests because all online tests are presented one test item at a time.

Description
The One Test Item Per Page Edition accommodation provides one test question on each page. Each 8.5” x 11” page contains standard-size font (12-point Verdana). It is printed one-sided and comes unbound. Reading selections and test questions are in the same format as a regular test book. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments so the student has the opportunity to become familiar and comfortable with the use of the accommodation before the actual test administration.

It should be noted that the number of test book pages will increase because of this accommodation, and it may be appropriate to also provide the student with the Multiple Testing Sessions accommodation. If Multiple Testing Sessions is appropriate, the student may be provided with a certain number of test pages at a time to avoid overwhelming the student with the thickness of the complete test.

Ordering one test item per page editions. For ordering purposes, one test item per page editions must be entered into the public school unit-approved accommodations management system (i.e., ECATS, PowerSchool, or a public school unit-approved third-party application) at the time of the IEP team or Section 504 committee meeting. Testing accommodations information must be accurate within the accommodations management system 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 public school unit test coordinator must check the TNN ordering page once it is open to ensure that all special print versions have been ordered.

One test item per page editions can be ordered through TNN and do not require a Special Accommodation Request to be submitted to the NCDPI.

Large print/one test item per page editions printed in 22-point Verdana font can also be ordered through TNN and do not require a Special Accommodation Request to be submitted to the NCDPI. Large print/one test item per page editions in a font size other than 22-point Verdana, must be requested via a Special Accommodation Request (see the Special Accommodation Request subheading in this publication).

Using a one test item per page edition in the regular classroom. Some students may be able to take the one test item per page edition test in the regular classroom if responses can be recorded
in a manner that does not disturb other students (e.g., marking answers in test book). Preparations must be made before the test administration to accommodate these students.

**Background information precoded for the student.** Before the test administration, the student background information will be precoded on the student’s regular scannable answer sheet. When using the *One Test Item Per Page Edition* accommodation while testing in a separate room with students who do not record their responses directly on the answer sheet, the directions for checking the precoded information (e.g., student’s name and other background information) should not be read aloud to the student.

**Record the student name on the one test item per page edition.** The student’s full name and a second identifier (e.g., PowerSchool Student Number) must be written legibly on the front of the one test item per page edition. The recorded information must uniquely identify the student.

**Questions for the IEP Team or Section 504 Committee**
The IEP team or Section 504 committee may wish to address the following questions when determining whether the *One Test Item Per Page Edition* accommodation is appropriate for the student:

1. Does the student routinely use one test item per page materials during regular classroom instruction and similar classroom assessments?
2. Does the student have visual-discrimination difficulties?
3. Will the student need the *Multiple Testing Sessions* accommodation?
4. How will the student record responses to the one test item per page edition of the test (e.g., mark in the test book, use a braille writer, dictate to a scribe, or use an assistive technology device), and is this accompanying accommodation documented in the IEP or Section 504 Plan?

**Collecting, Storing, and Processing Test Materials**

**Transcribing student responses.** If students mark their responses in the one test item per page editions, the test administrator or principal’s designee must transcribe the students’ responses to the appropriate answer sheets for scoring purposes. The transcription must be double-checked by another designated school official to ensure no errors occurred. 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 outside cover of the test book. Only responses on regular answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score. Gridded-response questions for the mathematics tests and the constructed response questions for the English II EOC test must be transcribed in the manner specified in the administration guides.
Error report. If errors in the one test item per page editions are discovered, a *Special Print Versions Error Report Form*, which is obtained from the public school unit test coordinator, must be completed and submitted to the NCDPI/TOPS. See Appendix G for a sample *Special Print Versions Error Report Form*.

Storing or returning one test item per page editions. The public school unit must follow the procedures in the *North Carolina Test Coordinators’ Policies and Procedures Handbook* regarding storing or returning the one test item per page editions. The procedures may vary based on the test administered to the students.
Assistive Technology (AT) Devices and Special Arrangements

The following accommodations are included as Assistive Technology (AT) Devices and Special Arrangements:

- **AT Devices**
- *Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, and Electronic Braille Notetaker*
- *Cranmer Abacus*
- *Dictation to a Scribe*
- *Interpreter/Transliterator Signs/Cues Test*
- *Magnification Devices*
- *Student Marks Answers in Test Book*
- *Student Reads Test Aloud to Self*
- *Test Read Aloud (in English)*
AT Devices

The *AT Devices* accommodation may be used with any state-mandated test, if their use does not invalidate the results from the test administration. Please refer to the tables in *Section E (Testing Accommodations—Descriptions and Procedures)* of this publication for a list of the tests permitting the *AT Devices* accommodation.

Examples of AT device usage that invalidate test results include

1. use of AT devices that read aloud North Carolina tests that are designed to measure reading comprehension; and
2. use of a calculator during the administration of the calculator inactive part of a North Carolina mathematics test.

When school-based personnel have questions regarding appropriate AT devices, such as the potential for an AT device to invalidate the results of the test, the public school unit test coordinator must be contacted. The public school unit test coordinator will contact the RAC for further clarification regarding the use of AT devices, if necessary.

**Description**

Students may use AT devices as testing accommodations when appropriate. As with all accommodations for North Carolina tests, (1) the specific AT device to be used must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments. The principal or the principal’s designee, usually the school test coordinator, shall arrange for student access to the appropriate AT device during the scheduled test administration.

**Considerations and Instructions**

**Using the *AT Devices* accommodation in the regular classroom.** Preparations must be made before the test administration to accommodate students who are able to use the *AT Devices* accommodation during the scheduled test administration.

**Background information precoded for the student.** Before the test administration, the student background information will be precoded on the student’s regular scannable answer sheet. When using the *AT Devices* accommodation while testing in a separate room with students who do not record their responses directly on the answer sheet, the directions for checking the precoded information (e.g., student’s name and other background information) should not be read aloud to the student.

The test administrator must check the AT device (e.g., computer) before the test administration to ensure it is in working order. Any files saved to the equipment must be deleted before testing. If the student is keying responses on a computer, the student must be reminded to save the file periodically during the testing session. However, at the end of the test administration, the saved file must be deleted.
The following examples of technologies may be specified in the IEP or Section 504 Plan as part of an AT Devices accommodation for any state test, including alternate assessments, unless otherwise noted:

1. Students may use low-technology devices, such as
   - clipboards
   - dry erase boards and markers
   - Dycem nonslip mat or material
   - slant boards

   If using something like a clipboard, dry erase board with markers, or a slant board, the student must be tested individually or positioned in such a location that no other student is able to see the student’s test documents.

2. Students may use sensory techniques, such as
   - chewing gum
   - hand fidget or comfort item
   - weighted blanket or vest

3. Students may use amplification devices, such as
   - classroom FM systems
   - whisper phones or PVC pipes

   If using a whisper phone or PVC pipe, the student must also be provided the Testing in a Separate Room (one-on-one) accommodation to ensure that other test takers are not disturbed. Students may use personal hearing aids, classroom FM systems, and cochlear implants to hear instructions read aloud by the test administrator as part of the standard test administration and to hear words read aloud by the test administrator if the Test Read Aloud (in English) accommodation is used. Students provided the Test Read Aloud (in English) accommodation must also be provided the Testing in a Separate Room accommodation (small group or one-on-one), unless the student is testing online wearing headphones. The use of the Test Read Aloud (in English) accommodation during the administration of any state test that measures reading comprehension invalidates the results of the test.

4. Students may use special lighting (specific type, e.g., 75-Watt incandescent light on desk).

5. Students may use speech recognition systems (i.e., students dictate commands and responses to the computer) as an accommodation. If using speech recognition systems, the student must also receive the Testing in a Separate Room (one-on-one) accommodation.

6. Students may use talking word processors/screen-reading software (i.e., the computer reads aloud what the student has entered) as an accommodation. If using talking word processors or screen-reading software, the student must use headphones. If the student
does not use headphones, the student must also receive the *Testing in a Separate Room* (one-on-one) accommodation.

7. Students may use keyboarding devices. Students may use typewriters, word processors, or electronic braille note takers during the test administration.

8. Alternative or customized keyboards, “sticky keys,” touch screens, and trackballs may be used as accommodations unless their use would invalidate test results.

9. Screen-enlarging programs and document reader programs may be used as an accommodation.

10. Students may use the accessibility options of an operating system if a computer is being used. Examples are filter keys, toggle keys, and high-contrast settings. These options may be used as accommodations unless their use would invalidate test results.

11. Students may use audiotapes to record responses during the administration of state tests. For example, a student may record his or her responses on an audiocassette. If using audiotapes to record responses, the student must also receive the *Testing in a Separate Room* (one-on-one) accommodation. Either the student or a scribe can transfer the student responses to the regular answer sheet. If a scribe is transferring the student’s responses, someone other than the original transcriber must check the transcription for accuracy. The transcription and verification must occur under secure conditions in a group setting (i.e., three or more school personnel). One individual is to transcribe the student 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 outside cover of the test book. Once this is completed, the audiocassette must be securely destroyed. The public school unit is to supply the materials needed to provide this accommodation.

12. Students who regularly use an eye gaze device, process, or software during daily written work and instruction and for similar assessments may use that same technology during testing. All requirements for a word processor accommodation must be followed when using an eye gaze system.

13. Students who regularly use an interactive whiteboard during daily written work and instruction and for similar assessments may use the same technology during testing. Online tests can be projected onto an interactive whiteboard for a student to access the assessment. Any portion of the secure test(s) must not be saved or maintained on the board or an attached machine. The test must be administered in a one-on-one separate setting. Staff must ensure that test questions are not visible to others.

If an AT Device is used within NCTest, test administrators must ensure the software is compatible with the NCTest Secure Browser, NCTest Chrome App on Chromebooks, or NCTest iPad App and does not cause the browser or App to close when the technology is used. The functionality of the software can be tested using the Online Tutorial and the Online Released
Items for the assessment. Any program or software that sends information presented on the screen to a third-party vendor’s server must not be used in conjunction with NCTest.

**Technology that reads tests aloud.** North Carolina reading tests are designed to measure reading comprehension. If a student uses an AT device that reads a reading test aloud to the student, the test results will be invalid. North Carolina reading tests include (1) the BOG3 Reading Test; (2) the EOG Reading assessments; and (3) the EOC English II assessment. AT devices that read tests aloud include speech synthesizer and screen-reader software and optical character recognition (OCR) and scanners.

AT devices that read tests aloud will not invalidate the results of state tests that do not measure reading comprehension.

**Using a scanner with secure state tests.** In the event that the public school unit wishes to use a scanner to scan a secure state test in order to provide an accommodation to a student with a disability, the public school unit must send a written request to the Director of the NCDPI Division of Accountability Services. The written request must address how test security will be maintained. The NCDPI will determine if the secure state test can be scanned and address copyrighted material that the state does not have permission to scan.

**Electronic braille note takers.** An electronic braille note taker performs the functions of a word processor, note taker, and calculator. All input is through a braille keyboard, and output is either through synthesized speech or a refreshable braille display. Usually, there is not a monitor associated with these note takers. They can be connected to printers or braille embossers to produce written output. The calculator of these note takers may be used during the administration of state tests that allow calculator use; however, if they are used during the administration of a state test that does not allow the use of calculators (e.g., calculator inactive part of the EOG and EOC mathematics tests), the test results are invalid. The calculator on these devices often can be disabled, so the test administrator must ensure the student uses the device as specified by the IEP team or Section 504 committee.

**Calculators.** To receive valid test scores, students may use calculators as accommodations only when calculator use is part of the standard test administration. The policies and procedures for calculator use are in each test administration guide. The following information reflects the policies and procedures in place at the time of this publication; however, as curricula and technology change, the policy concerning calculator use with North Carolina tests will be reevaluated. Updates will be provided to the public school unit test coordinator.

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, including personal calculators that will be used during each administration of the test. Only the test administrator or principal’s designee can 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. Comprehensive clearing procedures for calculators most frequently used in the state are available in each administration guide for tests that require calculator use.
The following examples of calculators may be specified in the IEP or Section 504 Plan as part of an AT Devices accommodation for any state test, including alternate assessments, that require calculator use, unless otherwise noted:

1. Students may use talking calculators and large key calculators as an AT Devices accommodation and receive valid test results only when calculator use is part of the standard test administration.

   Students using “talking” calculators must either use headphones or receive the Testing in a Separate Room (one-on-one) accommodation so as not to disturb other students during the test administration.

2. Students may use calculators that print as an AT Devices accommodation and receive valid test results only when calculator use is part of the standard test administration. If a student uses a calculator that prints, those printed materials are secure test materials that must be recycled or destroyed in a secure manner as defined in the North Carolina Test Coordinators’ Policies and Procedures Handbook.

3. Students may use graphing calculators and software programs during designated state tests and receive valid test results only when calculator use is part of the standard test administration. For those students who require auditory and tactual access to graphing calculators, the IEP team or Section 504 committee may determine that the students may use software programs approved by the NCDPI Division of Accountability Services. (The software programs must be approved through the Special Accommodation Request process to ensure validity of test results.) The student must use the program on a consistent basis during regular classroom instruction and similar classroom assessments, and the calculator must operate independently during the test administration. Immediately following the test administration, any saved files that contain test questions must be purged, and any embossed test questions created by the software program must be recycled or destroyed in a secure manner as defined in the North Carolina Test Coordinators’ Policies and Procedures Handbook. For more information on graphing calculator accessibility, contact the NCDPI Exceptional Children Division.

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 WiFi)
- 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 and notebook computers (except for students needing special accommodations)
• Calculators built into cell phones or other electronic communication devices (Cell phones and other electronic devices are not permitted during state test administrations.)
• Calculators in pen input or 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 public school unit 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 (TINspire 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 model numbers that begin with CFX-9970G
• Virtual calculators, downloaded calculators, and calculator apps
• Calculators accessible by desktop, laptop, or other devices (e.g., iPad and Chromebook)

Texas Instruments TI-Nspire calculators without CAS are allowed only in the following two cases: (1) with a 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.

**Use of Assistive Technology Devices Not Specifically Listed in This Publication**
In the event the IEP team or Section 504 committee recommends the use of an assistive technology device that is not specifically listed in this publication, the team or committee should follow the steps described in the Special Accommodation Request subheading of this publication.

**Questions for the IEP Team or Section 504 Committee**
The IEP team or Section 504 committee may wish to address the following questions when determining whether the AT Devices accommodation is appropriate for the student:

1. Does the student routinely use the assistive technology device during regular classroom instruction and similar classroom assessments?
2. If the IEP team or Section 504 committee is considering the use of an assistive technology device that reads aloud a state test that measures reading comprehension, has there been discussion about the test results not being valid and the implications of invalid test results? The IEP team or Section 504 committee should refer to the Valid and Invalid Test Results subheading in this publication to review a statement regarding invalid test results for North Carolina tests.

3. If the IEP team or Section 504 committee is considering the use of a calculator during the administration of a state test that does not permit the use of calculators, has there been discussion about the test results not being valid? The IEP team or Section 504 committee should refer to the Valid and Invalid Test Results subheading in this publication to review a statement regarding invalid test results for North Carolina tests.

4. Does the student require auditory and tactual access to a graphing calculator during the state test administration? If so, has the IEP team or Section 504 committee requested approval of the software program(s) through the Special Accommodation Request process in order to ensure the use of the software will not invalidate test results?

Collecting, Storing, and Processing Test Materials
Transcribing student responses. If the student’s responses are not located directly on the answer sheet because of the use of the AT device, the test administrator or principal’s designee must transcribe the responses to the appropriate answer sheet for scoring purposes. The transcription must be double-checked by another designated school official to ensure no errors occurred. 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 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 outside cover of the test book. Only responses on regular answer sheets will be scored. The test administrator must purge any electronic files immediately following the completion of the transcription process. If the responses are not transcribed, test results will be returned as the lowest possible score. Gridded-response questions for the mathematics tests and constructed response questions for the English II EOC test must be transcribed in the manner specified in the administration guides.

The test administrator must follow the regular procedures for processing test materials unless the AT Devices accommodation is used in conjunction with another accommodation that requires special storage and processing.
Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, and Electronic Braille Notetaker

The Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, and the Electronic Braille Notetaker are accommodations available for specific tests. Please refer to the tables in Section E (Testing Accommodations—Descriptions and Procedures) for a list of the tests permitting the Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, and the Electronic Braille Notetaker accommodation.

Description
Students may use the Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, and/or Electronic Braille Notetaker accommodations during state tests. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Considerations and Instructions
Test administrator knowledge of braille codes. It is required that the test administrator have knowledge of applicable braille codes.

Recording responses. Before the test administration, the student background information will be precoded on the student’s regular scannable answer sheet. However, students must not be provided the answer sheet during the test administration with the Braille Writer/Slate and Stylus (Braille Paper) accommodation. Students record their responses to test questions on braille paper as designated in the IEP or Section 504 Plan.

Using the Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, or the Electronic Braille Notetaker accommodations in the regular classroom. Some students provided the Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, or the Electronic Braille Notetaker accommodations may be able to take the test in the regular classroom if responses can be recorded in a manner that does not disturb other students. Preparations must be made before the test administration in order to accommodate these students.

Using the Braille Writer/Braille Paper or Slate and Stylus/Braille Paper accommodation in a separate room. When using the Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, or the Electronic Braille accommodations while testing in a separate room with students who do not record their responses directly on the answer sheet, the directions that are not applicable for this accommodation (e.g., checking the precoded student background information, or asking if students have a pencil) should not be read aloud to the students. Therefore, the test administrator must review the regular test administration procedures in the administration guide before the test administration day and determine the general directions that are not applicable and should not be read aloud to students.

Record the student’s name on the original student’s responses. The student’s full name and a second identifier (e.g., PowerSchool Student Number) must be written legibly on the original student responses. The recorded information must uniquely identify the student.
Questions for the IEP Team or Section 504 Committee

The IEP team or Section 504 committee may wish to address the following questions when determining whether the Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, or the Electronic Braille Notetaker accommodations are appropriate for the student:

1. Does the student routinely use the Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, or the Electronic Braille Notetaker accommodations during regular classroom instruction and similar classroom assessments?

2. Will the test administrator have knowledge of applicable braille codes?

3. Should the student be provided the Multiple Testing Sessions accommodation or the Scheduled Extended Time accommodation or both?

4. If the student will be provided this accommodation, has the Testing in a Separate Room accommodation been discussed?

Collecting, Storing, and Processing Test Materials

Transcribing student responses. After the testing session, the student’s responses must be transcribed to the appropriate answer sheet. Someone other than the original transcriber must check the transcription in order to ensure accuracy. 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 outside cover of the test book. The answer sheet must then be processed following regular procedures. Only answers on regular answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score. Gridded-response questions for the mathematics tests, and constructed response questions for the English II EOC test must be transcribed in the manner specified in the administration guides.

Only in the event the transcriber discovers a student response for a multiple-choice test question that is nonsensical (e.g., the student writes “f” when the answer choices are only a, b, c, or d) may the test administrator ask the student to clarify the answer. In the event the transcriber discovers that a student’s response to a constructed response question (e.g., English II) is nonsensical (e.g., the student’s response is inappropriate because the student produced a nonsensical series of letters by striking the incorrect keys), the transcriber may ask the student, “What are the letters or words that you wrote in this part of your braille response?” The transcriber is not permitted to ask for any other clarification.

Storing or returning secure test materials. The public school unit must follow the procedures in the North Carolina Test Coordinators’ Policies and Procedures Handbook regarding the storage or return of braille writer/slate-and-stylus responses and photocopies of the student responses. The procedures may vary depending on the test administered to the student.
Cranmer Abacus

The Cranmer Abacus accommodation is available for specific tests. Please refer to the tables in Section E (Testing Accommodations—Descriptions and Procedures) for a list of the tests permitting the Cranmer Abacus accommodation.

Description
The Cranmer abacus is a tool that may be used as a testing accommodation. The Cranmer abacus is not a substitute for a calculator but can serve as a paper/pencil substitute for some students. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Considerations and Instructions
Checking the Cranmer abacus. If the student is using a personal abacus, the test administrator may need to remind the student to bring the abacus to the testing session. Before the start of the test, the test administrator is to check that the abacus is in proper working order.

Student operates the Cranmer abacus. Only the student is permitted to operate the abacus during the test.

Role of the IEP team or Section 504 committee and recording student responses. The decision regarding the method of recording the student’s responses must be documented in the IEP or Section 504 Plan. Upon completion of a task on the abacus, the student is responsible for proofreading and recording the answer by use of the method for which the IEP team or Section 504 committee deems the student eligible. If a scribe is used, the scribe must transcribe responses verbatim from the student and may not prompt or question the student or correct a student’s responses.

Questions for the IEP Team or Section 504 Committee
The IEP team or Section 504 committee may wish to address the following questions when determining whether the Cranmer Abacus accommodation is appropriate for the student:

1. Does the student routinely use the Cranmer Abacus accommodation during regular classroom instruction and similar classroom assessments?

2. How will the student record responses to the test (e.g., mark in the test book, use a braille writer, dictate to a scribe, or use an assistive technology device)?

Collecting, Storing, and Processing Test Materials
Unless the Cranmer Abacus accommodation has been used in conjunction with another accommodation that requires special handling, the test administrator must follow the regular procedures for processing test materials.
Dictation to a Scribe

The Dictation to a Scribe accommodation is available for specific tests. Please refer to the tables in Section E (Testing Accommodations—Descriptions and Procedures) for a list of the tests permitting the Dictation to a Scribe accommodation.

Description

The Dictation to a Scribe accommodation allows a student to dictate responses to test questions to a scribe who records the responses. The scribe administers this accommodation to only one student at a time during a test session. The student must be tested in a separate room (one-on-one). As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

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.

For paper/pencil tests, if the student can efficiently use a keyboard, the IEP team or Section 504 committee may wish to consider the use of the AT Devices accommodation instead of the Dictation to a Scribe accommodation. According to a report by the National Center on Educational Outcomes:

“If students are unable to handwrite, but can efficiently type on a computer, a computer response accommodation should be considered prior to a dictated response accommodation.”

For online administrations, the scribe is to record the student’s responses directly on the computer, and the test administrator is to verify the transcription. Following the test administration, both the test administrator and scribe must sign a statement of validation as to the accuracy of the transcription.

Considerations and Instructions

Role of the IEP team or Section 504 committee. Consistent with the student’s need because of the nature of disability, the scribe may record the student’s responses directly on a clean sheet of paper, on the answer sheet, in the test book, or on the computer (online test administration). Dictation may also be recorded using a keyboarding device (e.g., word processor). The IEP team or Section 504 committee makes the final decision after reviewing these options for each state test. The decision regarding the method of recording the student’s responses must be documented in the IEP or Section 504 Plan.

Identifying the scribe. Before test day, the student should know the identity of the scribe. The scribe should be familiar with and have experience scribing for the student. If the scribe is unfamiliar with the student, then the scribe and student should be given an opportunity to practice the scribing process together before taking the assessment.

Role of the scribe. The scribe must transcribe responses verbatim from the student and may not prompt or question the student or correct a student’s responses. The scribe may ask the student to restate, or sign, words or parts as needed. The scribe should be informed of the preferred method or format for recording the student’s responses before the date of the assessment.

Multiple-choice questions. For use of this accommodation during the administration of multiple-choice questions, the student may indicate responses directly to the scribe in different ways. Examples of how a student may indicate answer choices include (a) dictating the letter of the answer choice to the scribe, (b) reading aloud the entire answer choice, or (c) pointing to the selected answer choice.

Constructed response (CR) questions. For use of this accommodation during the administration of CR questions, the student dictates the response to the scribe, and the scribe records the student’s response verbatim. A student using a scribe must be provided the same opportunity as other students to plan and draft a constructed response. The scribe may write an outline, plan, or draft as directed by the student. The scribe must record the draft response or outline exactly as dictated without any cueing and guidance to the student.

Student signs or cues to the scribe during the administration of CR questions. In the event a student signs or cues a response to the scribe during the administration of the CR questions, the scribe must record the student’s response exactly as signed or cued. For example, if a student signs “Me search field,” the scribe must record the exact words.

Procedures during actual test administration. The test administrator must review the regular test administration procedures in the administration guide before the test administration day and omit general directions that are not applicable for students provided with the Dictation to a Scribe accommodation (e.g., asking if students have pencils).

To ensure the validity of the test, students provided the Dictation to a Scribe accommodation must also be provided the Testing in a Separate Room accommodation (one-on-one).

Student proofreads responses. Students provided the Dictation to a Scribe accommodation must be notified before the test administration that the dictated response(s) must be proofread by the student. The scribe must allow the student to review the scribed responses in order to make edits. The scribe cannot provide the student with any directions or clues about how to proofread the dictated responses. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the test session.

If the Dictation to a Scribe accommodation is used in conjunction with the Test Read Aloud (in English) accommodation, the scribe may read the student’s dictated response aloud to the student during proofing. If the Test Read Aloud (in English) accommodation is not to be provided, the
scribe must not read the student’s dictated response aloud to the student during proofing. Instead, the student must read his or her dictated response.

Questions for the IEP Team or Section 504 Committee
The IEP team or Section 504 committee may wish to address the following questions when determining whether the Dictation to a Scribe accommodation is appropriate for the student:

1. Does the student routinely use the Dictation to a Scribe accommodation during regular classroom instruction and similar classroom assessments?

2. If the student can efficiently use a keyboard, should the student use the AT Devices accommodation instead of the Dictation to a Scribe accommodation?

3. Will the scribe have had prior experience scribing for the student?

4. Will the student be notified before the test administration date that the dictated responses must be proofread by the student?

5. How will the scribe record student responses (e.g., use a clean sheet of paper, code the answer sheet, write in the test book, enter responses directly on a computer [online test administrations], or use a keyboarding device and transfer student responses at a later time)?

6. For multiple-choice questions, will the student dictate to the scribe by (a) saying the letter of the answer choice, (b) reading aloud the entire answer choice, or (c) pointing to the selected answer choice?

7. If the student will be provided this accommodation, has the Testing in a Separate Room accommodation been discussed?

Collecting, Storing, and Processing Test Materials
Transcribing student responses. After the testing session, if the student’s response(s) must be transcribed, the responses must be transferred to the appropriate answer sheet. Someone other than the original transcriber must check the transcription in order to ensure accuracy. 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 outside cover of the test book. The answer sheet must then be processed following regular procedures. Only responses on regular answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score. Gridded-response questions for the mathematics tests and constructed response questions for the English II EOC test must be transcribed in the manner specified in the administration guides.
Interpreter/Transliterator Signs/Cues Test

The Interpreter/Transliterator Signs/Cues Test accommodation is available for specific tests. Please refer to the tables in Section E (Testing Accommodations—Descriptions and Procedures) for a list of the tests permitting the Interpreter/Transliterator Signs/Cues Test accommodation.

North Carolina reading tests. If the Interpreter/Transliterator Signs/Cues Test accommodation is provided during the administration of North Carolina tests that measure reading comprehension (i.e., selections, sample questions, test questions, or answer choices are signed/cued to the student), the test results are invalid. The following North Carolina tests that measure reading comprehension:

1. BOG3 Reading Test
2. North Carolina EOG Assessments of Reading (Grades 3–8)
3. North Carolina EOC Assessment of English II

Before making a final decision to use accommodations that will invalidate test results, IEP teams and Section 504 committees should refer to the Valid and Invalid Test Results subheading in this publication for information regarding invalid test results for North Carolina tests.

Description
The Interpreter/Transliterator Signs/Cues Test accommodation allows a student to use the services of an interpreter or transliterator to sign or cue the directions and the content of a test during the test administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Each test site must have (a) a test administrator who reads the information aloud (e.g., directions, test questions) and (b) a qualified interpreter or transliterator who signs or cues to the student(s). The test administrator and interpreter or transliterator must attend all test administrator training sessions provided before testing. It is important that the school use an interpreter or transliterator who is familiar with and has experience signing or cueing for the student(s).

The interpreter or transliterator must be proficient in sign language or the student’s individual communication modality. The interpreter or transliterator must fingerspell words if the commonly used sign will provide the student with an unfair advantage. For example, a test question asks, “Which shape is the triangle?” The interpreter or transliterator would fingerspell the entire word, “triangle.” Test questions may not be clarified in any manner.

Considerations and Instructions
Reviewing secure test questions before testing. Since the interpreter or transliterator must be familiar with the concepts of the test questions, the interpreter or transliterator can review the test up to two days before testing. The review must occur under secure conditions in a group setting (i.e., three or more designated school personnel). If necessary, the interpreter or transliterator may make notes regarding the signs to use during the test administration in the test book that will be used during the test administration. The school test coordinator must ensure the interpreter or
transliterator is given the same test book to refer to during the test administration. During the review, no notes may be made on separate paper, and no test book or other test materials may be removed from the secure location. The interpreter or transliterator must not disclose the content or specific questions of the test. Test security must be maintained at all times.

The early review of the test by an interpreter or transliterator is only available for paper/pencil tests. Online tests are not viewable before the actual test administration.

**Procedures during the actual test administration.** The interpreter or transliterator is not allowed to sign or cue two or more different test forms to a group of students during one test administration session.

The directions in the administration guide that the test administrator reads aloud to students may be signed or cued during the administration of any North Carolina state-mandated test, including state tests that measure reading comprehension.

Test questions and answer choices for state tests that do not measure reading comprehension may be signed or cued the number of times necessary to ensure comprehension but in a manner that does not indicate the correct response or teach vocabulary and concepts (e.g., do not sign or cue definitions of words).

To ensure the validity of the test, students provided the Interpreter/Translator Signs/Cues Test accommodation must also be provided the Testing in a Separate Room accommodation (small group or one-on-one).

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

**Home signs.** A “home sign” is a sign created in the classroom setting between the interpreter and the student for a commonly used subject-specific word for which there is no sign. Anytime there is a standard sign for a word or concept, the interpreter and the student must use the standard sign during the test administration. In the event there is no standard sign and a home sign is available, the interpreter and the student may use the home sign during the administration of a secure state test if the home sign will not indicate the answer. The home sign may not be used if it will indicate the answer. Home signs are not to be created during the administration of a secure state test.

**North Carolina mathematics tests.** The interpreter/transliterator is to sign or cue greater-than and less than signs, equal signs, exponents, etc. in the same manner they are signed when used during classroom instruction and similar classroom assessments. However, the interpreter or transliterator must not sign information that will provide the student with the
answer. For example, a test question asks, “Which digit is in the hundreds place in the number 2,345?” The interpreter or transliterator would sign or cue the number as “two—comma—three—four—five” instead of “two thousand three hundred forty-five.”

North Carolina reading tests. If the Interpreter/Transliterator Signs/Cues Test accommodation is provided during the administration of North Carolina tests that measure reading comprehension, the test results are invalid.

North Carolina online tests. For North Carolina tests administered online, the use of an extra computer monitor is permitted if deemed necessary to facilitate the provision of the Interpreter/Transliterator Signs/Cues Test accommodation. If an extra computer monitor is used, it must be set as a duplicate of the student’s monitor and not as a desktop extension.

Questions for the IEP Team or Section 504 Committee
The IEP team or Section 504 committee may wish to address the following questions when determining whether the Interpreter/Transliterator Signs/Cues Test accommodation is appropriate for the student:

1. Does the student routinely use the Interpreter/Transliterator Signs/Cues Test accommodation during regular classroom instruction and similar classroom assessments?

2. Is the use of an interpreter or transliterator the student’s typical mode of communication?

3. Does the interpreter or transliterator have prior experience signing or cueing for the student?

4. Since a test administrator will read the test aloud to the interpreter or transliterator, has the Testing in a Separate Room accommodation been addressed?

5. Does the interpreter or transliterator require a special setup of an extra computer monitor or other visual device to sign or cue for the student?

6. If the IEP team or Section 504 committee is considering the provision of the Interpreter/Transliterator Signs/Cues Test accommodation during the administration of a state reading comprehension test, is the student, parent or guardian, and committee aware that the test results will not be valid?

Collecting, Storing, and Processing Test Materials
The test administrator must follow the regular procedures for processing the test materials unless the Interpreter/Transliterator Signs/Cues Test accommodation is used in conjunction with another accommodation that requires special storage and processing.
Magnification Devices

The *Magnification Devices* accommodation is available for specific tests. Please refer to the tables in *Section E (Testing Accommodations—Descriptions and Procedures)* for a list of the tests permitting the *Magnification Devices* accommodation.

**Description**

The *Magnification Devices* accommodation allows a student to use a magnification device during the test administration. A magnification device is a tool that dynamically magnifies text and images (e.g., magnifier, monocular, closed-circuit television [CCTV]). As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments. Any magnification device normally used during instruction may be used with any state-mandated test.

**Considerations and Instructions**

If the student is using a personal magnification device, the test administrator may need to remind the student to bring the magnification device to the testing session.

The CCTV magnifiers are used with paper/pencil tests to enlarge print and graphics. When using the CCTV magnifier, school staff must ensure the test questions are not visible to others.

The IEP team or Section 504 committee may wish to consider the use of the *Scheduled Extended Time* or the *Multiple Testing Sessions* accommodations if the *Magnification Devices* accommodation is to be used. According to a publication by the Council for Exceptional Children,

> “**Caution:** Students who use magnification devices may tire more easily than other students. If this is the case for a particular student, it may be necessary to extend the time period or provide additional breaks.”

**Questions for the IEP Team or Section 504 Committee**

The IEP team or Section 504 committee may wish to address the following questions when determining whether the *Magnification Devices* accommodation is appropriate for the student:

1. Does the student routinely use a magnification device during regular classroom instruction and similar classroom assessments?

2. Should the student also be provided the *Scheduled Extended Time* or *Multiple Testing Sessions* accommodation?

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**Collecting, Storing, and Processing Test Materials**

The test administrator must follow the regular procedures for processing the test materials unless the *Magnification Devices* accommodation is used in conjunction with another accommodation that requires special storage and processing.
Student Marks Answers in Test Book

The *Student Marks Answers in Test Book* accommodation is available for specific tests. Please refer to the tables in Section E (Testing Accommodations—Descriptions and Procedures) for a list of the tests permitting the *Student Marks Answers in Test Book* accommodation.

**North Carolina online tests.** The *Student Marks Answers in Test Book* accommodation is not applicable for North Carolina tests that are administered online.

**Description**
The *Student Marks Answers in Test Book* accommodation allows a student to record responses to test questions directly in the test book during the test administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

According to a report by the National Center on Educational Outcomes,

> “if a student does not know how or is not attentive enough to mark answers appropriately on a separate answer sheet, this accommodation should be provided; however, it may be that the student should be taught how to appropriately use the standard bubble sheet format for later testing purposes.”

**Considerations and Instructions**

**Recording responses.** Students must not be provided an answer sheet when utilizing the *Student Marks Answers in Test Book* accommodation. Students must be instructed to record their responses in the test book. If needed, students may use an alternate writing tool (e.g., marker) to mark answers in the test book.

**Using the Student Marks Answers in Test Book accommodation in the regular classroom.** Some students with the *Student Marks Answers in Test Book* accommodation may be able to take the test in the regular classroom and not in a separate setting. Preparations must be made before the test administration to accommodate these students when testing in the regular classroom.

**Using the Student Marks Answers in Test Book accommodation in a separate room.** When using the *Student Marks Answers in Test Book* accommodation while testing in a separate room test administrators should not read directions that are not applicable for this accommodation (e.g., checking the precoded information [student’s name and other background information]).

**Background information precoded for the student.** Before the test administration, the student background information will be precoded on the student’s answer sheet. When

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using the Student Marks Answers in Test Book accommodation while testing in a separate room with students who do not record their responses directly on the answer sheet, the directions for checking the precoded information (e.g., student’s name and other background information) should not be read aloud to students.

Transcribing student responses. When providing the Student Marks Answers in Test Book accommodation, it is imperative that school system personnel follow the specified procedures in this publication for transcribing student responses at the local level. Public school unit test coordinators are required to ensure the student responses are transcribed appropriately so the test may be scored using regular procedures. If the responses are not transcribed to a regular answer sheet, test results will be returned as the lowest possible score.

After the testing session, the student’s answers to test questions must be transferred to the appropriate answer sheet. Someone other than the original transcriber must check the transcription in order to ensure accuracy. 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 outside cover of the test book. The answer sheet must then be processed following regular procedures. Gridded-response questions for the mathematics tests and constructed response questions for the English II EOC test must be transcribed in the manner specified in the administration guides.

Questions for the IEP Team or Section 504 Committee
The IEP team or Section 504 committee may wish to address the following questions when determining whether the Student Marks Answers in Test Book accommodation is appropriate for the student:

1. Does the student routinely use the Student Marks Answers in Test Book accommodation during regular classroom instruction and similar classroom assessments?
2. Does the student have difficulty transferring information or staying focused?
3. Does the student have mobility, coordination, or motor limitations that prevent the student from marking answers appropriately on a separate answer sheet?

Collecting, Storing, and Processing Test Materials
Record student name on test book. The student’s full name and a second identifier (e.g., PowerSchool Student Number) must be written legibly on the cover of the test book. The recorded information must uniquely identify the student.

The public school unit must follow the procedures in the North Carolina Testing Coordinators’ Policies and Procedures Handbook regarding the storage or return of test books when the Student Marks Answers in Test Book accommodation is used. The procedures may vary depending on the test administered to the students.
Student Reads Test Aloud to Self

The Student Reads Test Aloud to Self accommodation is available for specific tests. Please refer to the tables in Section E (Testing Accommodations—Descriptions and Procedures) for a list of the tests permitting the Student Reads Test Aloud to Self accommodation.

Description
The Student Reads Test Aloud to Self accommodation permits the student to read the test aloud during the test administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during classroom instruction and similar classroom assessments.

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

The Student Reads Test Aloud to Self accommodation also applies to students who routinely use a device that allows them to hear themselves read, such as a PVC elbow pipe or other device that directs the sound toward the students’ ears. These students may use such a device, but they must follow the same guidelines as other students receiving this accommodation (i.e., Testing in a Separate Room, one-on-one).

If the Student Reads Test Aloud accommodation is provided, the test administrator or proctor (if utilized) may not (1) correct the student who is reading aloud or (2) read all or any part of the test to the student unless the student also has the Test Read Aloud (in English) accommodation. If the test administrator (or a proctor) corrects or reads all or any part of a test that measures reading comprehension to the student, the test results are invalid. The following North Carolina tests measure reading comprehension:

1. BOG3 Reading Test
2. North Carolina EOG Assessments of Reading (Grades 3–8)
3. North Carolina EOC Assessment of English II

Questions for the IEP Team or Section 504 Committee
The IEP team or Section 504 committee may wish to address the following questions when determining whether the Student Reads Test Aloud to Self accommodation is appropriate for the student:

1. Does the student routinely use the Student Reads Test Aloud to Self accommodation during regular classroom instruction and similar classroom assessments?
2. If the student will be provided this accommodation to read the test aloud, will the student also need a device (e.g., PVC elbow pipe) that will direct the sound toward the student’s ear?
3. If the student will be provided this accommodation, has the Testing in a Separate Room accommodation been discussed?

**Collecting, Storing, and Processing Test Materials**
The test administrator must follow the regular procedures for processing the test materials unless the Student Reads Test Aloud to Self accommodation is used in conjunction with another accommodation that requires special storage and processing.
Test Read Aloud (in English)

The Test Read Aloud (in English) accommodation is available for specific tests. Please refer to the tables in Section E (Testing Accommodations—Descriptions and Procedures) for a list of the tests permitting the Test Read Aloud (in English) accommodation. North Carolina does not provide any state-developed general assessment or alternate assessment in a language other than English.

North Carolina reading tests. If the Test Read Aloud (in English) accommodation is provided during the administration of North Carolina tests that measure reading comprehension (i.e., selections, sample questions, test questions, or answer choices are read aloud to the student), the test results are invalid. The following North Carolina tests measure reading comprehension:

1. BOG3 Reading Test
2. North Carolina EOG Assessments of Reading (Grades 3–8)
3. North Carolina EOC Assessment of English II

Before making a final decision to use accommodations that will invalidate test results, IEP teams and Section 504 committees should refer to the Valid and Invalid Test Results subheading in this publication for information regarding invalid test results for North Carolina tests.

Description
The Test Read Aloud (in English) accommodation permits the test to be read aloud to a student during the administration of state tests that do not measure reading comprehension. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be used routinely during classroom instruction and similar classroom assessments.

To ensure the validity of the test, students provided the Test Read Aloud (in English) accommodation must also be provided the Testing in a Separate Room accommodation (small group or one-on-one), unless the student is testing online wearing headphones.

Considerations and Instructions
Procedures during the actual test administration and the role of IEP team or Section 504 committee. The IEP team or Section 504 committee determines if a student needs a test read aloud, and if so, in what manner it will be read aloud. These decisions must be documented in the student’s IEP or Section 504 Plan.

There are three methods in which a student may have a test read aloud: (1) the test administrator reads the test aloud, (2) a computer reads the test aloud, or (3) a combination of the two methods. The IEP team or Section 504 committee may wish to consider these options when making decisions about the specific way tests will be read aloud when using the Test Read Aloud (in English) accommodation:

- Student is to have everything (e.g., words on maps, tables, graphs, charts, computer screen) read aloud during the test administration.
Student is only to have words read aloud upon the student’s request.

Student does not require numbers in mathematics tests to be read aloud.

Student only requires this accommodation when there is greater content than usual on a test and does not need the accommodation for tests with shorter sentences.

**Test Read Aloud (in English) with online testing.** Students provided the Test Read Aloud (in English) accommodation for online testing can control which portions of the online test are read aloud by clicking a button beside the desired text. The computer will read aloud what is typically read aloud by a human reader.

The online audio files for the Test Read Aloud (in English) accommodation are human vocalizations and not computer-generated modulation. Several different human voices were used to record the audio files, and therefore the human voice and the volume level might differ from question to question within a single test form. If a student is sensitive to either of these conditions, it may be appropriate for the student to have the test administrator read the test aloud.

**Testing in a separate room.** Students receiving the Test Read Aloud (in English) accommodation must also receive the Testing in a Separate Room accommodation, unless the student is testing online wearing headphones. The IEP team or Section 504 committee must determine if the student will take the test in a separate room in a one-on-one or small group administration.

For paper/pencil test administrations, a testing session comprised of a small group must use one test form (i.e., same form letter and form number) for students provided the Test Read Aloud (in English) accommodations at one test site (i.e., classroom). A different form (i.e., a different letter or form number) must be used for each of these Test Read Aloud (in English) accommodation sessions within a school.

For online testing, to utilize the computer to provide the Test Read Aloud (in English) accommodation, the Test Read Aloud (in English) option must be selected in the Student Interface Questions (SIQ). Selecting Test Read Aloud (in English) in the accommodations data management system 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. If Test Read Aloud (in English) is selected in their SIQ, the computer will generate one of the Test Read Aloud (in English) forms.

**Guidelines for Test Administrators Reading the Test Aloud**

Information from the student’s IEP or Section 504 Plan regarding specific procedures for the provision of the Test Read Aloud (in English) accommodation must be available for the test administrator on the day of testing.

The test administrator must review the regular test administration procedures in the administration guide before the test administration day and omit general directions not applicable for students provided with the Test Read Aloud (in English) accommodation.
For paper/pencil administrations, the test administrator must have a copy of the test to read the instructions and questions to the student. For online test administrations, the test administrator may either read the instructions and questions to the student from the student’s computer screen, or the test administrator can use an extra computer monitor set as a duplicate of the student’s monitor. If an extra computer monitor is used, it must be set as a duplicate of the student’s monitor and not as a desktop extension.

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

- The test administrator may repeat the instructions, sample questions, test questions, and answer choices (for state tests that do not measure reading comprehension) as many times as necessary for the student to understand and respond. At no time may the test administrator paraphrase the test instructions or questions because these actions will result in a misadministration.
- If reading the entire test aloud, the test administrator must read one test question and its corresponding answer choices and then allow the student to choose an answer before moving on to the next item.
- The test administrator must read each test question and its answer choices in a consistent manner to not provide any hints of the correct answer.
- If reading a test question on request, the test administrator should say the question number before reading the question and its answer choices.

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

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

Procedures for Using Computers to Read Tests Aloud

Procedures before an online test administration. To utilize the computer to provide the Test Read Aloud (in English) accommodation, the option must be selected in the SIQ. The accuracy of the SIQ must always be verified using the appropriate documentation before testing.

Before the testing session begins, the test administrator must set the computer’s volume to an appropriate level. When using a Chromebook, the volume cannot be modified through the
computer after the NCTest Chrome app or the NCTest secure browser has been launched. When using an iPad, volume controls are available in the NCTest iPad app.

**Procedures during the online test administration.** To activate the read aloud option, the student must click or touch an audio button. Audio buttons are located adjacent to every block of text for which there are audio files available. Each audio button activates an audio file for that block of text. The files are streaming MP3 audio files delivered from the host server when the student clicks the audio button.

**Scheduling.** The *Test Read Aloud (in English)* accommodation, when provided through the online testing platform, increases the stress on bandwidth and network connectivity at both the school and public school unit level. Significant use of this option may affect public school units’ and schools’ network performance. Therefore, it is imperative that caution be used when scheduling students with this accommodation within the window.

Additional information about this accommodation, including technical requirements, may be found at [http://center.ncsu.edu/nct](http://center.ncsu.edu/nct).

**Questions for the IEP Team or Section 504 Committee**
The IEP team or Section 504 committee may wish to address the following questions when determining whether the *Test Read Aloud (in English)* accommodation is appropriate for the student, and if so, what method and specific procedures for its provision will be used:

1. Has there been discussion regarding the method (i.e., test administrator reads the test aloud, a computer reads the test aloud, or a combination of the two methods) by which the student will be provided this accommodation during the administration of state tests that do not measure reading comprehension?
2. Does the student routinely use the *Test Read Aloud (in English)* accommodation during regular classroom instruction and similar classroom assessments?
3. Has the team reviewed the limitations of this accommodation when a computer reads the test aloud as described in this publication?
4. For online testing, is the student able to control the mouse in order to click on the button to activate the read aloud option for a block of text?
5. Does the student routinely have information read aloud by a computer during regular classroom instruction and similar classroom assessments?
6. Would the student’s functioning reading level affect his or her performance on a state test that does not measure reading comprehension?
7. Has there been discussion regarding the specific manner (e.g., everything read aloud, read aloud upon request) in which the student will be provided this accommodation during the administration of the state test?
8. Would the student be comfortable requesting test questions be read aloud?
9. If the student will be provided this accommodation, has the *Testing in a Separate Room* accommodation been discussed?
10. How does the student feel about being tested in a separate room?

11. If the Testing in a Separate Room accommodation will be provided, will the test administration be one-on-one or in a small group?

12. If the student is using this accommodation for online testing, is the student comfortable with wearing headphones? If not, the student must receive the Testing in a Separate Room (one-on-one) accommodation.

13. Should the student be provided the Scheduled Extended Time or Multiple Testing Sessions accommodation?

14. For online testing, does the test administrator require a special setup of an extra computer monitor or other visual device to read the test aloud to the student?

15. If the IEP team or Section 504 committee is considering the provision of the Test Read Aloud (in English) accommodation during the administration of a state test that measures reading comprehension, is the student, parent or guardian, and committee aware that the test results will not be valid?

**Collecting, Storing, and Processing Test Materials**

The test administrator must follow the regular procedures for processing the test materials unless the Test Read Aloud (in English) accommodation is used in conjunction with another accommodation that requires special storage and processing.


**Special Test Environments**

The following accommodations are included as Special Test Environments:

- *Multiple Testing Sessions*
- *Scheduled Extended Time*
- *Testing in a Separate Room*
Multiple Testing Sessions

The Multiple Testing Sessions accommodation is available for specific tests. Please refer to the tables in Section E (Testing Accommodations—Descriptions and Procedures) for a list of the tests permitting the Multiple Testing Sessions accommodation.

Description
The Multiple Testing Sessions accommodation allows the total test administration time to be divided into minisessions as determined by the individual needs of the student. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

According to a publication by the Council for Exceptional Children,

“Caution: A student who must take a test over several days may experience a decline in motivation. Student absenteeism also may become a factor if several days of testing are scheduled.”

Considerations and Instructions

Scheduling for only one test administration. For students who are required to take only one assessment (e.g., Biology EOC) during a designated testing window, the multiple testing sessions must begin on the same day as the general test administration but may continue beyond the school’s schedule for the regular test administration if the IEP or Section 504 Plan designates the sessions are to stretch across multiple days.

Scheduling for more than one test administration. For students who are required to take more than one assessment (e.g., EOG reading and mathematics) during a designated testing window, the multiple testing sessions for the first assessment must begin on the same day as the general assessment but may continue beyond the school’s schedule for the regular test administration if the IEP or Section 504 Plan designates the sessions are to stretch across multiple days. If the student requires additional days to finish the first assessment, the student can continue to work on consecutive school days until the assessment is completed. Once the assessment is completed, the multiple testing sessions can begin for the next assessment.

For example, if the student begins mathematics on Day 1 and needs additional days to complete the test, the student can continue working on the mathematics test on Day 2. If the student completes the mathematics test on Day 2, the student can begin the reading test on Day 3.

Please note that every effort must be made to complete the test administration as close to the school’s test schedule as possible in order to maintain test security. Additionally, students must

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be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.

**End-of-Grade (EOG) tests.** When scheduling multiple testing sessions for the EOG tests, the public school unit should consider scheduling the mathematics test first, followed by the reading test, because most students who use the *Multiple Testing Sessions* accommodation over multiple days use it on tests that measure reading comprehension. In this way, those who do not need additional days to complete the mathematics test can begin the reading test on the same day as the general test administration.

**Specific procedures during the test administration and the role of the IEP team and section 504 committee.** There are several ways in which the *Multiple Testing Sessions* accommodation may be provided. The IEP team or Section 504 committee makes the determination and documents how this accommodation will be provided. The decision(s) must be based on the individual needs of the student and must be documented in the IEP or Section 504 Plan. For example, it may be appropriate for the student

1. to begin the test on the same day as the general administration and complete the test on the consecutive school day(s);

2. to begin the test on the same day as the general administration and complete the test on the makeup day;

3. to test for a specified time period (e.g., fifteen minutes), then take a break (e.g., five minutes), and then test again for a specified time period, etc.;

4. to complete a predetermined number of test questions (e.g., ten questions), then take a break (e.g., three minutes), and then complete the next predetermined set of test questions; or

5. to use the *Testing in a Separate Room* accommodation so as not to disturb other students.

Information from the student’s IEP or Section 504 Plan regarding specific procedures for the provision of the *Multiple Testing Sessions* accommodation must be available for the test administrator on the day of testing.

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

If the student requires additional time beyond the total time designated in the administration guide, the IEP team or Section 504 committee should consider the provision of the *Scheduled Extended Time* accommodation. If the student is not also provided the *Scheduled Extended Time* accommodation, the student is expected to complete the test within the total test administration time designated in the administration guide. For the *Multiple Testing Sessions* accommodation,
this total test administration time is divided into minisessions based on the decision and documentation of the IEP team or Section 504 committee.

Students with the Multiple Testing Sessions accommodation whose testing breaks differ from those designated in the administration guide must also be provided the Testing in a Separate Room (one-on-one or small group) accommodation. Consideration must be taken so that only students with the same Multiple Testing Sessions comprise the small groups using the Testing in a Separate Room (small group) accommodation.

**Maintaining test security during breaks.** In cases in which a student takes an extended break from testing on the same day (e.g., lunch or five-minute breaks between scheduled minisessions) and does not have the opportunity to communicate with others or to access any electronic devices (e.g., computers, cell phones), the student can go back to previously attempted questions following the breaks. **Exception:** For all North Carolina mathematics tests, students may not go back and work on calculator inactive questions if they received their calculator and were working on the calculator active questions at the time of the break or lunch. Students may only check questions that were already completed in the calculator active portion of the test.

However, if a student has the opportunity to communicate with others or to access any electronic devices during breaks on the same day or continues the test on a subsequent day, then the student cannot go back to previously attempted questions following the breaks.

For extended breaks, the test administrator must

- alert students when they have five minutes remaining before the break;
- paper clip students’ test books 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 the break or going to lunch.);
- monitor online students carefully to ensure they do not return to previous questions (For online administrations, students will have access to previously completed questions when they return from their break.); and
- inform students of this policy and instruct students that they must not discuss specific test questions or information contained within the test with others after they leave the room for breaks or lunch.

**North Carolina online tests.** Students who will be provided the Multiple Testing Sessions accommodation during an online test administration must have this option enabled through the SIQ, which must be reviewed and possibly edited in NC Education before the day of the test.

During all breaks, the PAUSE button must be clicked to prevent the online test questions from being visible on the computer monitor. Each time the PAUSE button is clicked, the student has sixty minutes to continue the assessment. If the break is longer than sixty minutes, or if the student has completed testing for the day, the test administrator must close NCTest by clicking the EXIT button on the Review or Pause page. The student’s responses to test questions will be
saved. The test administrator must log back into NCTest and launch the test again to allow the student to continue working on the assessment during the next scheduled test session.

On subsequent test days, the test administrator should navigate to where the student stopped on the previous test day. The test administrator will need to closely monitor to make sure the student does not go back to a previous day’s questions. The student must also be given ample warning when testing time is coming to a close on each testing session so the student may complete any questions “flagged” before the end of testing for that day. The student must be informed of these policies before the first day of testing.

Questions for the IEP Team or Section 504 Committee
The IEP team or Section 504 committee may wish to address the following questions when determining whether the Multiple Testing Sessions accommodation is appropriate for the student:

1. Does the student typically require extra time over several days to complete classroom assignments and similar classroom assessments?
2. Does the student need additional time to complete the test in addition to taking more frequent breaks or having the test given over multiple days? If so, the IEP team or Section 504 committee should discuss whether Scheduled Extended Time should also be documented as an appropriate accommodation.
3. Can the student finish the test within the given time constraints with either more frequent breaks or over multiple days? If so, Scheduled Extended Time should not be documented as an appropriate accommodation.
4. Does the student routinely use the Multiple Testing Sessions accommodation during regular classroom instruction and similar classroom assessments?
5. Is the student using another accommodation during the administration of the state test that may require the provision of the Multiple Testing Sessions accommodation?
6. Should the student be provided the Testing in a Separate Room accommodation?
7. Has there been discussion as to how the Multiple Testing Sessions accommodation will be provided to the student during the administration of the state test?

Collecting, Storing, and Processing Test Materials
The test administrator must follow regular procedures for processing the test materials unless the Multiple Testing Sessions accommodation is used in conjunction with another accommodation that requires special storage and processing.
Scheduled Extended Time

The Scheduled Extended Time accommodation is available for specific tests. Please refer to the tables in Section E (Testing Accommodations—Descriptions and Procedures) for a list of the tests permitting the Scheduled Extended Time accommodation.

The North Carolina Testing Program requires all students be allowed ample time to complete the assessments. If a student typically requires more time than other students to complete classroom assignments and assessments, the IEP team or Section 504 committee may want to address Scheduled Extended Time as a possible testing accommodation.

Students who are provided the Scheduled Extended Time accommodation may not begin the test administration sooner than the school’s scheduled start for the regular test administration.

Description
This accommodation allows the tests to be administered during a scheduled extended period of time. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

According to a publication by the Council for Exceptional Children,

“Caution: When a student has too much time to finish an assessment, he or she may engage in nonproductive guessing or change answers when they should not be changed.”

Considerations and Instructions
Role of the IEP team or Section 504 committee. Scheduled Extended Time may be an appropriate testing accommodation if the IEP team or Section 504 committee determines that, because of the nature of a student’s disability, the student will need additional time to complete the test beyond the time designated in the administration guide. The IEP team or Section 504 committee determines how this accommodation will be provided and documents the specifics in the current IEP or Section 504 Plan before the test administration.

The administration guides for the BOG3 Reading Test, the EOG tests, and the EOC tests specify (1) an estimated test administration time and (2) a maximum testing time allowed. For students requiring the Scheduled Extended Time accommodation on these tests, the amount of additional time should be specified based on the maximum testing time allowed.

Scheduling. Students with the Scheduled Extended Time accommodation must be allowed as much time as they need to complete the test as documented in the IEP or Section 504 Plan. The IEP team or Section 504 committee must determine the amount of additional time a student would be provided after the maximum time has expired. This may be in terms of a multiple of the designated administration time (e.g., 1.5 times the designated administration time) or as a

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specified amount of time (e.g., one hour beyond the designated administration time). The IEP team or Section 504 committee must review the local policy and document the final decision. Students being provided the Scheduled Extended Time accommodation without the additional accommodation of Multiple Testing Sessions should have the ability to complete the test in one day and are thus limited to one school day.

Any extension of time shall occur at the end of or immediately following the planned testing session during the scheduled testing day. Special arrangements may be needed to accommodate extensions to the general test administration schedule. For instance, if the student is still testing at the regularly scheduled lunchtime, arrangements must be made to ensure the student has the opportunity to eat lunch. The student should not be able to communicate with peers during this time. Also, if the student is still testing shortly before school dismissal time, the test administration must end with enough time for the student to be dismissed in the regular manner.

**Procedures during the actual test administration.** When reading the instructions for the regular test administration from the test administration guide, the test administrator should omit any information regarding time limits. Otherwise, the standard instructions located in the guide must be followed.

**Breaks.** Students with the Scheduled Extended Time accommodation should continue to be provided breaks as designated in the administration guide. The test administrator must not allow students to talk during any breaks. For online testing, students must click the PAUSE button at the beginning of the break.

Students must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.

**Maintaining test security during breaks.** If a student is still testing at the regularly scheduled lunchtime, arrangements must be made to ensure the student has the opportunity to eat lunch.

If the student does not have the opportunity to communicate with others or to access any electronic devices (e.g., computers, cell phones) during lunch, the student can go back to previously attempted questions following the break. **Exception:** For all North Carolina mathematics tests, students may not go back and work on calculator inactive questions if they received their calculator and were working on the calculator active questions at the time of the break/lunch. Students may only check questions that were already completed in the calculator active portion of the test.

If a student has the opportunity to communicate with others or to access any electronic devices during lunch, then the student cannot go back to previously attempted questions following the break.

For extended breaks, the test administrator must

- alert students when they have five minutes remaining before the break;
• paper clip students’ test books 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 leaving the testing area.);

• monitor online students carefully to ensure they do not return to previous questions (Students will have access to previously completed questions when they return from their break.); and

• inform students of this policy and instruct students that they must not discuss specific test questions or information contained within the test with others after they leave the room for breaks or lunch.

Questions for the IEP Team or Section 504 Committee
The IEP team or Section 504 committee may wish to address the following questions when determining whether the Scheduled Extended Time accommodation is appropriate for the student:

1. Does the student typically require extra time to complete classroom assignments and similar classroom assessments?

2. Does the student routinely use the Scheduled Extended Time accommodation during regular classroom instruction and similar classroom assessments?

3. Is the student being provided another accommodation during the administration of the state test that may require the provision of the Scheduled Extended Time accommodation?

4. Can the student complete the state test with extended time on one day? If not, the Multiple Testing Sessions accommodation should be discussed.

5. Should the student be provided the Testing in a Separate Room accommodation?

6. Has there been discussion as to how the Scheduled Extended Time accommodation will be provided to the student during the administration of the state test?

Collecting, Storing, and Processing Test Materials
The test administrator must follow regular procedures for processing the test materials unless the Scheduled Extended Time accommodation is used in conjunction with another accommodation that requires special storage and processing.
Testing in a Separate Room
(One-on-One or Small Group Test Administration)

The Testing in a Separate Room accommodation is available for specific tests. Please refer to the tables in Section E (Testing Accommodations—Descriptions and Procedures) for a list of the tests permitting the Testing in a Separate Room accommodation.

Description
The Testing in a Separate Room accommodation allows a student to take a test in a separate room in a one-on-one or small group administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Considerations and Instructions
Role of the IEP team or Section 504 committee and providing one-on-one or small group test administration. Based on the individual needs of the student, the IEP team or Section 504 committee must determine how the Testing in a Separate Room accommodation will be provided and documents the specifics in the IEP or Section 504 Plan. The Testing in a Separate Room accommodation can be provided in either a one-on-one setting or a small group setting.

One-on-one setting. If the team or committee specifies the test administration is to be one-on-one, the student must receive the Testing in a Separate Room accommodation on a one-on-one basis as part of the regular classroom instruction and similar classroom assessments.

Small group setting. If the team or committee specifies the test administration is to occur in a small group, the team or committee must review the local policy for the definition of a small group. The maximum number of students for a small group test administration is determined at the local level but must be documented in the student’s current IEP or Section 504 Plan. If the team or committee has specific concerns regarding the number of students in a particular small group test administration, it should document these concerns in the IEP or Section 504 Plan.

The IEP team or Section 504 committee must consider whether other accommodations the student will be provided during testing require the Testing in a Separate Room accommodation (e.g., Test Read Aloud [in English], Multiple Testing Sessions, Scheduled Extended Time). If the other accommodations the student will be provided do require the Testing in a Separate Room accommodation, they too must be documented in the student’s IEP or Section 504 Plan.

Other environmental concerns. It may be appropriate for the student to use a study carrel, special furniture, or special lighting during the actual test administration.

Scheduling. It is inappropriate to provide certain accommodations to a small group unless all the students in the group are receiving the same accommodations. The principal or principal’s designee, usually the school test coordinator, shall assist in locating a separate room for the test administration.
**Procedures in the assessment guide.** The test must be administered as stated for the regular test administration in the administration guide unless other accommodations that require modified procedures are provided.

**Questions for the IEP Team or Section 504 Committee**
The IEP team or Section 504 committee may wish to address the following questions when determining whether the *Testing in a Separate Room* accommodation is appropriate for the student:

1. Does the student typically require a separate room to complete classroom assignments and similar classroom assessments?
2. Is the student being provided another accommodation during the administration of the state test that may require the provision of the *Testing in a Separate Room* accommodation?
3. Will the student receive this accommodation during the state test administration on an individual basis or in a small group? Has the maximum number or a range for the small group been specified on the IEP or Section 504 Plan?
4. Does the student require a study carrel, special furniture, or special lighting?

**Collecting, Storing, and Processing Test Materials**
The test administrator must follow the regular procedures for processing the test materials unless the *Testing in a Separate Room* accommodation is provided in conjunction with another accommodation that requires special storage and processing.
F. Monitoring Accommodations

North Carolina’s Comprehensive Plan for Monitoring Testing Accommodations
The U.S. Department of Education (USED) requires North Carolina to submit evidence of a system for monitoring the implementation and effectiveness of testing accommodations. This system must include the documentation of testing accommodations required, provided, and used. The monitoring ensures required testing accommodations are provided during test administrations and documents the usage of these accommodations by students during testing.

In October 2009, the USED approved North Carolina’s comprehensive plan for monitoring the use of testing accommodations in local school systems. The NCDPI Division of Accountability Services is responsible for conducting all monitoring activities with assistance and participation from the Divisions of Exceptional Children and K–12 Standards, Curriculum, and Instruction. North Carolina’s Plan for Monitoring State Testing Accommodations is available at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-accommodations.

Review of Accommodations Used During Testing Forms
In order to meet the accommodations monitoring requirements of the USED, the NCDPI developed the Review of Accommodations Used During Testing and the Review of Accommodations Used During NCEXTEND1 Testing forms, available in Appendices E and F and found online at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-accommodations. These forms must be completed for each student who requires testing accommodations. One form must be completed for each state test for which the student requires testing accommodations, including the regular test administration and any state field tests or special studies.

A portion of the Review of Accommodations Used During Testing form is completed before testing during the team or committee meeting at which a student’s testing accommodations are determined. At this meeting, the testing accommodations documented on the student’s IEP or Section 504 Plan should be recorded on the form. During the actual test administration, the remainder of the form is completed to document the testing accommodations provided to the student and to record whether and how the student used the accommodations. A copy of the Review of Accommodations Used During Testing form is to be filed with the student’s accommodations documentation for at least one year to assist the IEP team or Section 504 committee during the next meeting at which accommodations decisions will be made.

The Review of Accommodations Used During Testing form is also used for students who are ELs and those with transitory impairments who are eligible for testing accommodations.

Tracking Required Testing Accommodations and Planning for Test Administrations
In order to electronically track and monitor required testing accommodations, schools must enter testing accommodations data into an accommodations management system (i.e., ECATS,
PowerSchool, or the public school unit-approved third-party application) at the time of the IEP or Section 504 Committee meeting.

The NCDPI will use the submitted data to monitor testing accommodations and provide feedback to the public school units throughout the school year. Student data entered into accommodations management systems will also be used for ordering special print versions of tests (e.g., Braille, Large Print, One Test Item Per Page, and Large Print One Test Item Per Page Editions). In addition, reports available from these systems may be useful to public school unit test coordinators for local monitoring and for planning and scheduling accommodated testing sessions.

Reports from the accommodations management systems can be used before testing to verify that the proper testing accommodations have been scheduled for each student. This verification will help ensure the accommodations provided during the test administration mirror what is documented in the student’s IEP or Section 504 Plan. Once the testing accommodations have been verified, the school test coordinator can use this information to plan the small group administrations and to ensure proper special print editions have been ordered.

In addition, it is helpful to think of the logistical considerations involved with accommodations. The Testing Accommodations: Logistics Planning Checklist, located in Appendix D is a useful tool when thinking about the details to be considered in planning and implementing testing accommodations.

**Documentation of Accommodations Provided**

**Paper/Pencil tests.** After testing, the test administrator or principal’s designee is to complete the TO BE COMPLETED BY THE TEST ADMINISTRATOR OR PRINCIPAL’S DESIGNEE AFTER TESTING section of the answer sheet. If a student is provided a testing accommodation during the test administration, the appropriate bubble must be filled. The respondent must code the accommodation(s) provided for each test, as they may be different.

**Online tests.** In NC Education, test administrators must complete the accommodations provided on the Accoms tab within NC Education for the appropriate assessment following the online test administration for all students marked in the SIQ as requiring accommodations (i.e., Multiple Testing Sessions, Test Read Aloud [in English], Other Required Accommodations).

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

If a student is not provided a required testing accommodation during a test administration, the result may be a misadministration. When a school does not provide a student with a required testing accommodation, (a) the parent, legal guardian, or surrogate parent must be notified immediately and (b) a Report of Testing Irregularity available through the OTISS is to be completed. (c) If the parent, legal guardian, or surrogate parent signs a statement waiving the right to have the student retested with the required accommodation, the test results from the administration without the accommodation will be used for state and local accountability purposes and student performance placement. The statement waiving the right to retest must be signed before the parent, legal guardian, or surrogate parent is informed of the test results. (d) If
the parent, legal guardian, or surrogate parent signs a statement indicating that the student must be retested with the required accommodation, the public school unit superintendent or director declares a misadministration, and the affected student is administered another secure form of the test with the required accommodation. This statement of consent to retest must be signed before the parent, legal guardian, or surrogate parent is informed of the test results.

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

If a student is provided a testing accommodation that is not required based on the student’s current IEP or Section 504 Plan, the result may be a misadministration. When a student is provided with a testing accommodation that is not required, (a) the parent, legal guardian, or surrogate parent must be notified immediately, (b) a Report of Testing Irregularity available through the OTISS is to be completed, and (c) an investigation must be conducted to determine if the provision of the accommodation does in fact result in a misadministration. (d) The public school unit superintendent or director declares a misadministration if necessary, and (e) the affected student is administered another secure form of the test without the provision of the accommodation. If after the investigation a misadministration is not declared, the test results from the administration with the undocumented accommodation will be used for state and local accountability purposes and student performance placement.
G. North Carolina Alternate Assessments

The North Carolina alternate assessments were first designed by the staff of the NCDPI to respond to the mandates of the 1997 reauthorization of the IDEA, which requires all students, including students with disabilities, to participate in statewide and local testing programs. The alternate assessment was designed to provide a valid and reliable assessment of the abilities of students who are accessing the general curriculum through the North Carolina Extended Content Standards. Throughout the years, the alternate assessment has changed as federal regulations have been revised and reauthorized. Collaborative efforts among the Exceptional Children’s Division, the K–12 Standards, Curriculum, and Instruction Division, and the Division of Accountability Services have resulted in the availability of assessment instruments in North Carolina that provide access and an aligned assessment for students with the most significant cognitive disabilities. Information regarding these alternate assessments is provided in depth on the following pages.

All students with disabilities in a school’s membership are required to participate in the state testing program through the administration of a general assessment under standard conditions, the administration of a general assessment with testing accommodations, or through the use of the state-designated alternate assessment with or without testing accommodations. IEP teams must carefully consider if a student is able to access the general curriculum or if the student requires instruction and assessment using the North Carolina Extended Content Standards.

Students who have only a Section 504 Plan are not eligible to participate in the North Carolina alternate assessments.

Annual Decision
The decision regarding which assessment(s) a student will participate in is to be made annually by the IEP team. For best practices, the decision regarding a student’s participation in an alternate assessment should be made and documented in the student’s IEP at least 120 school days before the testing window.

Consistent with the IDEA, states must have guidelines for IEP teams in determining on a case-by-case basis whether a student is most appropriately assessed with an alternate assessment aligned with alternate academic achievement standards (AA-AAS). ESSA clearly states the IEP team determines when a student with a significant cognitive disability should participate in an alternate assessment on AA-AAS. However, the determination should be consistent with guidelines established by the state (Section 1111[b][2][D][ii][I]).

Access to the General Curriculum and Assessment of Grade-Level Content
All students with disabilities must be provided access to the general curriculum. In North Carolina, this is the North Carolina Standard Course of Study. For students with the most significant cognitive disabilities, access is provided through the Extended Content Standards for the North Carolina Standard Course of Study.
According to ESSA, all students must be assessed on grade-level content. For students with significant cognitive disabilities, the assessment must be linked to grade-level content through the Extended Content Standards for the North Carolina Standard Course of Study. In other words, a student in grade 6 cannot be given the assessment designed for grade 4. This ensures the information about how students with disabilities are doing academically is based on their enrolled grade, providing critical information for schools and parents.

**Testing Students with Disabilities Website**
Information on testing students with disabilities may be found at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-disabilities.

**Districtwide Assessments**
All students with disabilities, including those with the most significant cognitive disabilities, must be included in all districtwide assessments. Participation may be through the general test administration with or without accommodations or through the administration of an alternate assessment. In addition, the results of these test administrations must be included in any public reporting of districtwide assessments that takes place.

**Expectations and Assessment Options**
Students with disabilities are expected to follow the North Carolina Standard Course of Study and graduate with a North Carolina diploma. If the IEP team determines the student requires instruction and assessment based on the Extended Content Standards, the IEP team must document the decision to use an alternate assessment with or without accommodations.

The table on the following page shows the state required tests at each grade level that have an alternate assessment.
# North Carolina State Tests and Alternate Assessments Chart

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>State Test</th>
<th>Alternate Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>EOG Reading and Mathematics</td>
<td>NCEXTEND1 Reading and Mathematics¹</td>
</tr>
<tr>
<td>4</td>
<td>EOG Reading and Mathematics</td>
<td>NCEXTEND1 Reading and Mathematics¹</td>
</tr>
<tr>
<td>5</td>
<td>EOG Reading, Mathematics, and Science</td>
<td>NCEXTEND1 Reading, Mathematics, and Science¹</td>
</tr>
<tr>
<td>6</td>
<td>EOG Reading and Mathematics</td>
<td>NCEXTEND1 Reading and Mathematics¹</td>
</tr>
<tr>
<td>7</td>
<td>EOG Reading and Mathematics</td>
<td>NCEXTEND1 Reading and Mathematics¹</td>
</tr>
<tr>
<td>8</td>
<td>EOG Reading, Mathematics, and Science</td>
<td>NCEXTEND1 Reading, Mathematics, and Science¹</td>
</tr>
<tr>
<td>9</td>
<td>EOC NC Math ¹²</td>
<td>NCEXTEND1 administered at grade 10</td>
</tr>
<tr>
<td>10</td>
<td>EOC English II, Biology², and PreACT</td>
<td>NCEXTEND1 English II, NC Math 1, and Biology¹,³</td>
</tr>
<tr>
<td></td>
<td></td>
<td>College and Career Readiness Alternate Assessment Grade 10⁴</td>
</tr>
<tr>
<td>11</td>
<td>ACT</td>
<td>NCEXTEND1 Grade 11³</td>
</tr>
<tr>
<td></td>
<td></td>
<td>College and Career Readiness Alternate Assessment Grade 11⁴</td>
</tr>
</tbody>
</table>

¹The NCEXTEND1 is an alternate assessment designed to assess students with significant cognitive disabilities. The test consists of grade-level multiple-choice questions that measure the standards specified in the North Carolina Extended Content Standards.

²End-of-Course tests are given at the end of the course regardless of the grade in which the course is taken. The table shows the grade in which students typically take the course.

³At the high school level, students are administered the NCEXTEND1 for English II, NC Math 1, and Biology at Grade 10 only. The alternate assessment for the ACT (Grade 11) is the NCEXTEND1 Grade 11.

⁴The College and Career Readiness Alternate Assessments are alternate assessments offered for the PreACT (grade 10) and the ACT (grade 11) 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. Please refer to Section G, North Carolina College and Career Readiness Alternate Assessments Grades 10 and 11 for further clarification.
The NCEXTEND1 is an alternate assessment designed to assess students with significant cognitive disabilities who are being taught using the Extended Content Standards. NCEXTEND1 alternate assessment items are grade-level, multiple-choice questions that measure the standards specified in the North Carolina Extended Content Standards. These Extended Content Standards are available for download at https://ec.ncpublicschools.gov/disability-resources/significant-cognitive-disabilities/nc-extended-content-standards.

**Grades and Subjects for Which the NCEXTEND1 Is Available**

The NCEXTEND1 alternate assessment is available for the following grades and content areas:

- Grade 3 reading and mathematics
- Grade 4 reading and mathematics
- Grade 5 reading, mathematics, and science
- Grade 6 reading and mathematics
- Grade 7 reading and mathematics
- Grade 8 reading, mathematics, and science
- Grade 10 English II, NC Math 1, and biology
- Grade 11 reading, mathematics, and science (combined in one assessment)

If the IEP team determines, based on the following eligibility criteria, that the NCEXTEND1 is the most appropriate assessment for a student, then that student must be assessed using the NCEXTEND1 in all content areas assessed at that grade level.

**Eligible Students for the NCEXTEND1 and the Role of the IEP Team**

To determine participation in the NCEXTEND1 alternate assessments, the following eligibility requirements must be met:

- The student must have a current IEP.
- The student must have a significant cognitive disability.
  - The student’s disability significantly impacts cognitive functioning and 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 must be instructed using the North Carolina Extended Content Standards (i.e., reading and mathematics) and the North Carolina Extended Essential Standards (i.e., science).
The student must be enrolled in grades 3–8, 10, or 11, according to PowerSchool. Only those students enrolled in 11th grade for the first time are required to take the NCEXTEND1 alternate assessment at grade 11.

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 the assessed general grade- or course-level content standards of the North Carolina Standard Course of Study (i.e., reading, mathematics) and the Essential Standards (i.e., science);
- demonstrate delays only in academic achievement;
- demonstrate delays only in selected areas of academic achievement;
- demonstrate delays attributed 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 is not based on

- a disability category or label;
- poor attendance or extended absences;
- native language or 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 or 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.

IEP teams may use the North Carolina Alternate Assessment Decision Making Flow Chart in Appendix C to aid in decision making regarding the NCEXTEND1 alternate assessment for students. IEP teams must plan for participation in assessments, not exclusion.
In rare cases, students who are medically fragile because of a significant medical emergency or condition, or both, and unable to participate in a specific test administration may be granted a medical exception. The principal or school test coordinator must contact the public school unit test coordinator for procedures on how to request a medical exception. All medical exceptions must be approved by the Division of Accountability Services.

Administering the NCEXTEND1 Alternate Assessments
The NCEXTEND1 alternate assessments are teacher-facilitated online assessments administered individually to each student. For grades 3–8 and 10, the questions are presented online in two sets. There is no formalized break between the sets. Students have two trials for the first and second set of test questions. If the student misses the answer in the first trial, the incorrect answer is removed from the choices for the second trial. Students who answer enough questions correctly in set one will continue to set two. The assessment ends after the last question in set two.

The test materials include a packet of test cards that coincide with each online question. Every assessor will receive a packet of test cards for each student that they will assess. The test cards determine the test form the student will be administered online. Use of the test cards is optional for assessors during the actual test administration. The decision to use the cards should be based on the individual needs of the student. The cards may have adaptations made to them when necessary, according to guidelines provided in this publication and in the Assessment Guide.

There are three administration options available for the NCEXTEND1 alternate assessments. The IEP team must determine, based on the individual needs of the student, which of the following options is most appropriate for the student:

- Option 1: teacher-facilitated online with student recording responses on the device (Optional: The paper test cards that coincide with the online test questions can also be placed in front of the student.);
- Option 2: teacher-facilitated online with teacher recording responses on the device (Optional: The paper test cards that coincide with the online test questions can also be placed in front of the student.); or
- Option 3: teacher-facilitated online with paper test cards and teacher recording responses on the device.

Online practice activity. 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 at least one of the practice activities at the school before test day. The practice activities can help students become familiar with the testing platform and practice responding to sample test questions. Reading, mathematics, and science practice activities are available for student use. For best results, students should complete the practice activity using computers or tablets they will use during the actual assessment.
It is not necessary for students to complete the practice activity if they will be administered the assessments using just the test cards, with the assessor recording the responses on the device.

The time required by a student to complete any NCEXTEND1 alternate assessment will be unique to each individual student depending on the student’s ability to maintain focus, medical condition, and fatigue factor(s).

**Assessment Time, Multiple Testing Sessions, and Breaks**

All 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, the *Multiple Testing Sessions* accommodation should be documented in the student’s IEP so appropriate planning and scheduling can take place before testing. The *Multiple Testing Sessions* accommodation is most appropriately used when a student is purposefully scheduled to take the assessment in specifically timed increments (e.g., three questions a day over five days, fifteen-minute testing sessions). Otherwise, built-in breaks identified in the assessment design are most appropriate. The test design for all 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 the appropriate length of time is for the student’s test administration. All testing materials must remain secure during all breaks.

**Accommodations and Adaptations to Materials for All NCEXTEND1 Assessments**

State-approved accommodations for the NCEXTEND1 reading, mathematics, and science alternate assessments include those listed in the *Approved Accommodations for the North Carolina NCEXTEND1 Alternate Assessments at Grades 3–8, 10, and 11 for Students with Current IEPs* table in Section E of this publication. Any accommodations that are not state-approved must be submitted for review by the NCDPI. Refer to the *Special Accommodation Request* subheading in this publication for additional details regarding this procedure.

The questions for the NCEXTEND1 alternate assessments were created to be as accessible as possible for all students. Accommodations may be used for individual students for presentation (e.g., attaching responses to student’s information board) or for responding (e.g., using switches to indicate answer choice) if the accommodations are used routinely in the student’s instruction.

**Adaptations to test materials.** Objects may be used in place of pictures on the NCDPI-provided manipulative cards if objects are routinely used for all academic classroom instruction. Student-specific symbols for pictures may be substituted for the provided pictures only if these student-specific symbols are used routinely in instruction. Objects or student-specific symbols must represent the picture or word provided by the NCDPI.

- **Adapting materials to student needs.** If a student requires and uses adapted materials routinely during instruction and this testing accommodation is documented in the student’s IEP, the assessor may adapt the NCDPI-provided manipulative cards as necessary before conducting the assessment. Assessors may access the manipulative cards under secure conditions in a group setting (i.e., three or more designated school
personnel) up to two weeks before the test administration in order to make adaptations for students who require this accommodation. Some examples of adapted materials are the use of assistive technology and raised-line cards. Students requiring braille cards should have braille materials for the NCEXTEND1 assessments ordered for them before the test administration.

Delivery of braille tests can only be guaranteed if the orders are received by the NCDPI at least forty school days before the date they are needed.

- **Adapting materials that alter the construct of the question.** Any material that changes the content standard being assessed may not be used. For example, providing an object that is familiar to the student that does not accurately represent the NCDPI-provided picture or word card invalidates the test question and assessment results. When necessary, manipulatives may be adapted by outlining pictures to create raised surfaces or by enlarging manipulatives (pictures or text). No adaptations or changes may be made to the content of the question (e.g., rephrasing text, changing response choices). It is expected that teachers are experienced and familiar with adapting materials for their students. Materials and equipment students use routinely in the classroom during instruction may be used, as appropriate.

All NCEXTEND1 materials are considered secure test materials. The assessor is responsible for ensuring all components of the manipulative kit are kept secure, including those components used to create accommodated materials. The public school unit must follow the procedures in the *North Carolina Test Coordinators’ Policies and Procedures Handbook* regarding storing any materials created as accommodated manipulatives or created in the process of making the final manipulatives (e.g., a picture that was enlarged but not to enough size).

**NCXTEND1 Website**
Additional information about the NCXTEND1 may be found at [https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/alternate-assessments](https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/alternate-assessments).
North Carolina College and Career Readiness Alternate Assessments
Grades 10 and 11

Purpose of the North Carolina College and Career Readiness Alternate Assessments
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.

The decision to assess a student on a CCRAA must be made as part of the IEP process. To determine student participation in the grade 10 and the grade 11 CCRAA, the eligibility requirements are listed below or may be found at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/alternate-assessments.

Eligible Students for the CCRAAs
To determine student participation in the CCRAA at grades 10 and 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. 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 a current Section 504 Plan only. 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 and in adaptive behaviors, including communication, daily living skills, and self-care.
- The student is following a course of study that, upon completion of high school, may not lead to admission into a college-level course of study resulting in a college degree (i.e., the Occupational Course of Study).
• The student is not receiving instruction in the North Carolina Extended Content Standards. Students receiving instruction in the North Carolina Extended Content Standards may be eligible for the NCEXTEND1 Alternate Assessments at Grades 10 and 11.

• The student meets the criteria above and has a written parental request for the administration of an alternate assessment (i.e., CCRAA or NCEXTEND1). Decisions regarding which assessments a student with disabilities will participate in must be made annually by the IEP team. Therefore, if students’ current IEPs designate participation in an alternate assessment, they can serve as documentation in lieu of the written parental request.

In rare cases, students deemed medically fragile because of a significant medical emergency 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 public school unit test coordinator for procedures on how to request a medical exception. All medical exceptions must be approved by the Division of Accountability Services.

Test Administration
The CCRAA at grades 10 and 11 assesses four subject areas. The tests are administered in a specific order: English, math, reading, and science. 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, time is called for a break, or until time is called to end the test.

Administration Time for the CCRAAs
The administration time for the CCRAA at grades 10 and 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).
Appendices
Appendix A

Questions for IEP Teams and Section 504 Committees to Consider: Testing Accommodations

When considering the use of a testing accommodation, the IEP team or Section 504 committee should consider the appropriate questions below.

<table>
<thead>
<tr>
<th>Braille Edition</th>
<th>Large Print Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the student routinely use braille materials during regular classroom instruction and similar classroom assessments?</td>
<td>1. Does the student routinely use large print materials during regular classroom instruction and similar classroom assessments?</td>
</tr>
<tr>
<td>2. Are UEB Literary code and UEB math and technical materials code reference sheets available during classroom instruction?</td>
<td>2. How will the student record responses to the large print edition of the test (e.g., mark in the test book, use a braille writer, dictate to a scribe, or use an assistive technology device), and are all accompanying accommodations documented in the IEP or Section 504 Plan?</td>
</tr>
<tr>
<td>3. What braille code is being used with instructional materials?</td>
<td>3. Does the student need the Magnification Devices accommodation?</td>
</tr>
<tr>
<td>4. Does the student have contracted braille skills?</td>
<td>4. For tests available online, is the large font option more appropriate than the Large Print Edition accommodation?</td>
</tr>
<tr>
<td>5. Assessment materials must be available in the code that is used most efficiently by the student as indicated on the IEP or Section 504 Plan. Are appropriate braille editions ordered for materials?</td>
<td>5. Does the student need the Scheduled Extended Time accommodation?</td>
</tr>
<tr>
<td>6. How will the student record responses to the braille edition of the test (e.g., mark in the test book, use a braille writer, dictate to a scribe, or use an assistive technology device), and is this accompanying accommodation documented in the IEP or Section 504 Plan?</td>
<td>6. Does the student need an edition that is both large print and one test item per page? If so, a large print/one test item per page edition can be ordered from TNN and does not require a Special Accommodation Request to be submitted to the NCDPI. The IEP team or Section 504</td>
</tr>
<tr>
<td>7. Should the student be provided the braille edition during the test administration in the regular classroom setting, or should the student also use the Testing in a Separate Room accommodation?</td>
<td></td>
</tr>
<tr>
<td>8. Should the student be provided the Scheduled Extended Time accommodation?</td>
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</tbody>
</table>
committee should be aware that the combination of these accommodations produces a large document, both in the size of paper (same size paper [11" x 17"] as the large print edition) and in the number of pages.

7. The standard large print edition uses 22-point Verdana font. The IEP team or Section 504 committee, if considering another font size, should determine whether a minimal increase or decrease in font size is required by the student. If a larger font is required, has the team considered using the standard large print edition in conjunction with the Magnification Devices accommodation?

| One Test Item Per Page Edition | 1. Does the student routinely use one test item per page materials during regular classroom instruction and similar classroom assessments?  
| | 2. Does the student have visual-discrimination difficulties?  
| | 3. Will the student need the Multiple Testing Sessions accommodation?  
| | 4. How will the student record responses to the one test item per page edition of the test (e.g., mark in the test book, use a braille writer, dictate to a scribe, or use an assistive technology device), and is this accompanying accommodation documented in the IEP or Section 504 Plan? |
## AT Devices and Special Arrangements

<table>
<thead>
<tr>
<th><strong>Assistive Technology (AT) Devices</strong></th>
<th>1. Does the student routinely use the assistive technology device during regular classroom instruction and similar classroom assessments?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. If the IEP team or Section 504 committee is considering the use of an assistive technology device that reads aloud a state test that measures reading comprehension, has there been discussion about the test results not being valid and the implications of invalid test results? The IEP team or Section 504 committee should refer to the <em>Valid and Invalid Test Results</em> subheading in this publication to review a statement regarding invalid test results for North Carolina tests.</td>
</tr>
<tr>
<td></td>
<td>3. If the IEP team or Section 504 committee is considering the use of a calculator during the administration of a state test that does not permit the use of calculators, has there been discussion about the test results not being valid? The IEP team or Section 504 committee should refer to the <em>Valid and Invalid Test Results</em> subheading in this publication to review a statement regarding invalid test results for North Carolina tests.</td>
</tr>
<tr>
<td></td>
<td>4. Does the student require auditory and tactual access to a graphing calculator during the state test administration? If so, has the IEP team or Section 504 committee requested approval of the software program(s) through the <em>Special Accommodation Request</em> process in order to ensure the use of the software will not invalidate test results?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Dictation to a Scribe</strong></th>
<th>1. Does the student routinely use the <em>Dictation to a Scribe</em> accommodation during regular classroom instruction and similar classroom assessments?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. If the student can efficiently use a keyboard, should the student use the <em>AT Devices</em> accommodation instead of the <em>Dictation to a Scribe</em> accommodation?</td>
</tr>
<tr>
<td></td>
<td>3. Will the scribe have had prior experience scribing for the student?</td>
</tr>
<tr>
<td></td>
<td>4. Will the student be notified before the test administration date that the dictated responses must be proofread by the student?</td>
</tr>
<tr>
<td></td>
<td>5. How will the scribe record student responses (e.g., use a clean sheet of paper, code the answer sheet, write in the test book, enter responses directly on a computer [online test administrations], or use a keyboarding device and transfer student responses at a later time)?</td>
</tr>
<tr>
<td></td>
<td>6. For multiple-choice questions, will the student dictate to the scribe by (a) saying the letter of the answer choice, (b) reading aloud the entire answer choice, or (c) pointing to the selected answer choice?</td>
</tr>
<tr>
<td>Test Accommodation</td>
<td>Question</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Interpreter/Transliterator Signs/Cues Test</td>
<td>1. Does the student routinely use the Interpreter/Transliterator Signs/Cues Test accommodation during regular classroom instruction and similar classroom assessments?</td>
</tr>
<tr>
<td></td>
<td>2. Is the use of an interpreter or transliterator the student’s typical mode of communication?</td>
</tr>
<tr>
<td></td>
<td>3. Does the interpreter or transliterator have prior experience signing or cueing for the student?</td>
</tr>
<tr>
<td></td>
<td>4. Since a test administrator will read the test aloud to the interpreter or transliterator, has the Testing in a Separate Room accommodation been addressed?</td>
</tr>
<tr>
<td></td>
<td>5. Does the interpreter or transliterator require a special setup of an extra computer monitor or other visual device to sign or cue for the student?</td>
</tr>
<tr>
<td></td>
<td>6. If the IEP team or Section 504 committee is considering the provision of the Interpreter/Transliterator Signs/Cues Test accommodation during the administration of a state reading comprehension test, is the student, parent or guardian, and committee aware that the test results will not be valid?</td>
</tr>
<tr>
<td>Student Marks Answers in Test Book</td>
<td>1. Does the student routinely use the Student Marks Answers in Test Book accommodation during regular classroom instruction and similar classroom assessments?</td>
</tr>
<tr>
<td></td>
<td>2. Does the student have difficulty transferring information or staying focused?</td>
</tr>
<tr>
<td></td>
<td>3. Does the student have mobility, coordination, or motor limitations that prevent the student from marking answers appropriately on a separate answer sheet?</td>
</tr>
<tr>
<td>Student Reads Test Aloud to Self</td>
<td>1. Does the student routinely use the Student Reads Test Aloud to Self accommodation during regular classroom instruction and similar classroom assessments?</td>
</tr>
<tr>
<td></td>
<td>2. If the student will be provided this accommodation to read the test aloud, will the student also need a device (e.g., PVC elbow pipe) that will direct the sound toward the student’s ear?</td>
</tr>
<tr>
<td></td>
<td>3. If the student will be provided this accommodation, has the Testing in a Separate Room accommodation been discussed?</td>
</tr>
</tbody>
</table>
1. Has there been discussion regarding the method (i.e., test administrator reads the test aloud, a computer reads the test aloud, or a combination of the two methods) by which the student will be provided this accommodation during the administration of state tests that do not measure reading comprehension?

2. Does the student routinely use the *Test Read Aloud (in English)* accommodation during regular classroom instruction and similar classroom assessments?

3. Has the team reviewed the limitations of this accommodation when a computer reads the test aloud as described in this publication?

4. For online testing, is the student able to control the mouse in order to click on the button to activate the read aloud option for a block of text?

5. Does the student routinely have information read aloud by a computer during regular classroom instruction and similar classroom assessments?

6. Would the student’s functioning reading level affect his or her performance on a state test that does not measure reading comprehension?

7. Has there been discussion regarding the specific manner (e.g., everything read aloud, read aloud upon request, etc.) in which the student will be provided this accommodation during the administration of the state test?

8. Would the student be comfortable requesting test questions be read aloud?

9. If the student will be provided this accommodation, has the *Testing in a Separate Room* accommodation been discussed?

10. How does the student feel about being tested in a separate room?

11. If the *Testing in a Separate Room* accommodation will be provided, will the test administration be one-on-one or in a small group?

12. If the student is using this accommodation for online testing, is the student comfortable with wearing headphones? If not, the student must receive the *Testing in a Separate Room (one-on-one)* accommodation.

13. Should the student be provided the *Scheduled Extended Time* or *Multiple Testing Sessions* accommodation?

14. For online testing, does the test administrator require a special setup of an extra computer monitor or other visual device to read the test aloud to the student?
<table>
<thead>
<tr>
<th><strong>Testing Students with Disabilities</strong></th>
<th><strong>North Carolina Testing Program</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Published July 2020</strong></td>
<td></td>
</tr>
</tbody>
</table>

15. If the IEP team or Section 504 committee is considering the provision of the *Test Read Aloud (in English)* accommodation during the administration of a state test that measure reading comprehension, is the student, parent or guardian, and committee aware that the test results will not be valid?

<table>
<thead>
<tr>
<th><strong>Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, and Electronic Braille Notetaker</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the student routinely use the <em>Braille Writer/Braille Paper, Slate and Stylus/Braille Paper,</em> or the <em>Electronic Braille Notetaker</em> accommodation during regular classroom instruction and similar classroom assessments?</td>
</tr>
<tr>
<td>2. Will the test administrator have knowledge of applicable braille codes?</td>
</tr>
<tr>
<td>3. Should the student be provided the <em>Multiple Testing Sessions</em> accommodation, or the <em>Scheduled Extended Time</em> accommodation, or both?</td>
</tr>
<tr>
<td>4. If the student will be provided this accommodation, has the <em>Testing in a Separate Room</em> accommodation been discussed?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cranmer Abacus</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the student routinely use the <em>Cranmer Abacus</em> accommodation during regular classroom instruction and similar classroom assessments?</td>
</tr>
<tr>
<td>2. How will the student record responses to the test (e.g., mark in the test book, use a braille writer, dictate to a scribe, or use an assistive technology device)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Magnification Devices</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the student routinely use a magnification device during regular classroom instruction and similar classroom assessments?</td>
</tr>
<tr>
<td>2. Should the student also be provided the <em>Scheduled Extended Time</em> or <em>Multiple Testing Sessions</em> accommodation?</td>
</tr>
</tbody>
</table>
| **Special Test Environments** | 1. Does the student typically require extra time over several days to complete classroom assignments and similar classroom assessments?

2. Does the student need additional time to complete the test in addition to taking more frequent breaks or having the test given over multiple days? If so, the IEP team or Section 504 committee should discuss whether *Scheduled Extended Time* should also be documented as an appropriate accommodation.

3. Can the student finish the test within the given time constraints with either more frequent breaks or over multiple days? If so, *Scheduled Extended Time* should not be documented as an appropriate accommodation.

4. Does the student routinely use the *Multiple Testing Sessions* accommodation during regular classroom instruction and similar classroom assessments?

5. Is the student using another accommodation during the administration of the state test that may require the provision of the *Multiple Testing Sessions* accommodation?

6. Should the student be provided the *Testing in a Separate Room* accommodation?

7. Has there been discussion as to how the *Multiple Testing Sessions* accommodation will be provided to the student during the administration of the state test? |

| **Multiple Testing Sessions** | 1. Does the student typically require extra time over several days to complete classroom assignments and similar classroom assessments?

2. Does the student need additional time to complete the test in addition to taking more frequent breaks or having the test given over multiple days? If so, *Scheduled Extended Time* should also be documented as an appropriate accommodation.

3. Can the student finish the test within the given time constraints with either more frequent breaks or over multiple days? If so, *Scheduled Extended Time* should not be documented as an appropriate accommodation.

4. Does the student routinely use the *Multiple Testing Sessions* accommodation during regular classroom instruction and similar classroom assessments?

5. Is the student using another accommodation during the administration of the state test that may require the provision of the *Multiple Testing Sessions* accommodation?

6. Should the student be provided the *Testing in a Separate Room* accommodation?

7. Has there been discussion as to how the *Multiple Testing Sessions* accommodation will be provided to the student during the administration of the state test? |

| **Scheduled Extended Time** | 1. Does the student typically require extra time to complete classroom assignments and similar classroom assessments?

2. Does the student routinely use the *Scheduled Extended Time* accommodation during regular classroom instruction and similar classroom assessments?

3. Is the student being provided another accommodation during the administration of the state test that may require the provision of the *Scheduled Extended Time* accommodation?

4. Can the student complete the state test with extended time on one day? If not, the *Multiple Testing Sessions* accommodation should be discussed.

5. Should the student be provided the *Testing in a Separate Room* accommodation?

6. Has there been discussion as to how the *Scheduled Extended Time* accommodation will be provided to the student during the administration of the state test? |
| **Testing in a Separate Room** | 1. Does the student typically require a separate room to complete classroom assignments and similar classroom assessments?  
2. Is the student being provided another accommodation during the administration of the state test that may require the provision of the *Testing in a Separate Room* accommodation?  
3. Will the student receive this accommodation during the state test administration on an individual basis or in a small group? Has the maximum number or a range for the small group been specified on the IEP or Section 504 Plan?  
4. Does the student require a study carrel, special furniture, or special lighting? |
Appendix B

Special Accommodation Request

In rare cases, a student with a disability may require the use of an accommodation that is not specified in the state accommodations’ publications in order to access state tests. In such cases, the following procedures must occur:

Directions for School Test Coordinators
1. Complete a copy of the Special Accommodation Request form available from the public school unit test coordinator or at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-accommodations. Include all requested information. Additional pages may be attached.
2. Provide specifics to ensure an accurate evaluation.
3. Submit the request to the public school unit test coordinator using a secure method (e.g., encrypted file via email, courier service, hand delivery).

Directions for Public School Unit Test Coordinators
1. Screen the request to ensure it is valid and all necessary details and information are included.
2. If the request is deemed invalid, provide feedback to the school test coordinator.
3. If the request is valid, complete the electronic version of the Special Accommodation Request form located on the NC Education ordering page and click submit.
4. The form must be received by the NCDPI as soon as possible after the Individualized Education Program (IEP) team or Section 504 committee meeting.

NCDPI Review and Response
1. The NCDPI will review the request submitted and notify the public school unit via written response whether the use of the special accommodation is approved or denied.
2. As a reminder, do not use a student’s name in the description of the accommodation; use “student” instead of the student’s actual name.

Accommodations used during the administration of North Carolina tests must be used routinely during classroom instruction and similar classroom assessments. The use of certain unauthorized accommodations may invalidate test results. Invalid test results must not be included in the student’s permanent record, used for placement purposes, or used for accountability purposes.
<table>
<thead>
<tr>
<th><strong>School Code (6 digits)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Name:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student Name:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student ID Number:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assigned Grade Level:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Testing Accommodation Documentation:</strong></td>
<td>□ Section 504 Plan □ Individualized Education Program (IEP)</td>
</tr>
</tbody>
</table>
| **Name of State Test(s):** | □ Beginning-of-Grade 3
□ Read to Achieve
□ Grade 3 Portfolio
□ Reading NC Check-Ins
□ Mathematics NC Check-Ins
□ NC Math 1 Check-Ins
□ Science NC Check-Ins (Earth)
□ Science NC Check-Ins (Life)
□ Science NC Check-Ins (Physical)
□ End-of-Grade Reading
□ End-of-Grade Mathematics
□ End-of-Grade Science
□ End-of-Course Biology
□ End-of-Course English II
□ End-of-Course NC Math 1
□ End-of-Course NC Math 3
□ College and Career Readiness
□ NCEXTEND1
□ W-APT/Screener
□ ACCESS for ELLs |
| **First Test Date mm/dd/yyyy** |  |
| **Specify the Accommodation (2–3 words):** |  |
Describe **in detail** how the accommodation will be used during the test administration.

<table>
<thead>
<tr>
<th>Enter Braille Options Here</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ EBAE</td>
</tr>
<tr>
<td>□ UEB</td>
</tr>
<tr>
<td>□ Other (Other Braille editions not specified above, list specifications here):</td>
</tr>
</tbody>
</table>

Explain **in detail** the reason(s) the accommodations available in the state accommodations publications are not appropriate for the student.

Explain **in detail** the reason(s) that the student requires the use of the accommodation. Documentation must be on file to verify that the student has routinely used this accommodation during classroom instruction and similar classroom assessments this school year.

Exceptional Children Teacher’s Signature  Date

Principal’s Signature  Date

Public School Unit Test Coordinator’s Signature  Date
Appendix C

North Carolina Alternate Assessment Decision Making Flow Chart

Has the student been evaluated and determined eligible under Individuals with Disabilities Education Act (IDEA)?

Y → No

Student must participate in the North Carolina required tests using standard administration. This student may be able to use Accessibility Features. Please see the Testing Students with Disabilities publication.

Does the student demonstrate a significant cognitive disability and limited adaptive skills that may be combined with physical or behavioral limitation?

The student has been determined to have cognitive abilities falling within the most significant cognitive disability range of 3+ standard deviations below the mean plus or minus one standard error of measure using standardized assessments

AND

demonstrates adaptive skills that are 2 standard deviations below the mean in one area or one and one-half standard deviations below the mean in two or more domains

Y → No

Student must participate in the statewide assessment and district – wide assessment. Student may be eligible to use accommodations based on IEP team decision.

Does the student’s significant cognitive disability impact the level of supports and services needed to progress through the standards?

The student requires a highly specialized educational program with intensive supports and modifications/accommodations

AND

requires daily instruction for core academic standards and functional life skills on a substantially lower grade level than that of other peers with disabilities

AND

requires extensive and repeated individualized instruction and support to make meaningful gains

AND

uses substantially adapted materials and individualized methods of accessing information in alternative ways

AND

services and supports provided outside the general education classroom for greater than 60% of the day

AND

requires constant immediate supervision

AND

instruction is from the Extended Content Standards

Y → No

Student must participate in the statewide assessment and district – wide assessment. Student may be eligible to use accommodations based on IEP team decision.

Will the student’s significant cognitive disability impact the student’s post-school outcomes compared to same age peers?

Y → No

Student must participate in the statewide assessment and district – wide assessment. Student may be eligible to use accommodations based on IEP team decision.

Is the student’s inability to participate in the regular assessment primarily the result of the extent of the significant cognitive disability and NOT the result of excessive absences, visual or auditory processing, social, cultural, language or economic difference?

Y → No

Student must participate in the statewide assessment and district – wide assessment. Student may be eligible to use accommodations based on IEP team decision.

Y

Student is eligible to participate in the NC Alternate Assessment
Appendix D

TESTING ACCOMMODATIONS: LOGISTICS PLANNING CHECKLIST

Directions: This Logistics Planning Checklist can be used in the planning and implementation of assessment accommodations for an individual student. Use the checklist by indicating Y (Yes), N (No), or NA (Not Applicable).

<table>
<thead>
<tr>
<th>ACCOMMODATIONS THROUGHOUT THE ACADEMIC YEAR</th>
<th>Y</th>
<th>N</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accommodations are documented in student’s IEP or Section 504 Plan.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Student uses accommodations regularly and evaluates use.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. A master accommodations plan or database listing assessment accommodation needs for all tested students is updated regularly.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PREPARATION FOR TEST DAY</th>
<th>Y</th>
<th>N</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Special test editions are ordered for individual students based on information contained in a master accommodations plan (e.g., braille, large print).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Test administrators and proctors receive a list of accommodation needs for students they will supervise (list comes from a master accommodations plan or database).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. Adult supervision is arranged, and test administrators receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. Trained readers, scribes, and sign language interpreters are arranged for individual students (with substitutes available).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8. Special equipment is arranged and checked for correct operation (e.g., calculator, word processor).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACCOMMODATIONS ON THE DAY OF THE TEST</th>
<th>Y</th>
<th>N</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Accommodations are documented on the student’s IEP or Section 504 Plan.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10. Student uses accommodations regularly and evaluates use.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11. A master accommodations plan or database listing assessment accommodation needs for all tested students is updated regularly.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONSIDERATION AFTER THE DAY OF THE TEST</th>
<th>Y</th>
<th>N</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Responses are transcribed to scannable answer sheets for students using Student Marks Answers in Test Book, AT Devices, Dictation to a Scribe, and other accommodations in which the student does not record his or her answers on the regular answer document.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>13. All equipment is returned to appropriate locations.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>14. Students who take makeup tests receive needed accommodations.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>15. Effectiveness of accommodations use is evaluated by test administrators and students, and plans are made for improvement.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

## Appendix E

### Review of Accommodations Used During Testing

<table>
<thead>
<tr>
<th>Student Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Power/School ID</td>
<td></td>
</tr>
<tr>
<td>Case Manager</td>
<td></td>
</tr>
<tr>
<td>Choose one of the following plans (according to order of accommodations documentation):</td>
<td></td>
</tr>
</tbody>
</table>
- IEP  
- Section 504 Plan  
- EL Plan  
- Transitory Impairment Documentation |
| Dates of Plan |  
- Start Date:  
- End Date: |
| Test |  
- BOG3  
- EDG  
- RA3  
- EOC  
- CTR  
- CTE  
- ACCESS for ELLs |
| Subject/Subtest |  |

### Column 1: To Be Completed before Testing

Check the required accommodations documented on the student's IEP/Section 504 Plan/EL Plan/Transitory Impairment Documentation.

### Column 2: To Be Completed during/after Testing

Describe the specific details of how this accommodation was provided to the student during testing. Did the student use the accommodation? If yes, how did he/she use it?

**Example:**
- **Scheduled Extended Time**
  - Specify: 60 additional minutes
  - Example: The student was provided the scheduled extended time. The student used 45 of the additional 60 minutes provided.

**Additional Accommodations:**
- Braille Edition
- Large Print Edition
- One Test Item Per Page Edition
- Assistive Technology Devices
- Braille Writer/Braille Paper
- Electronic Braille Note-taker
- State of Ohio/Braille Paper
- Crammer Abacus
- Braille to a braille
- Interpreter/Translator: Signer/GA Test
- Magnification Devices
- Word-to-Word Bilingual (English/Target Language) Dictionary/Electronic Translator (BL only)
- Student Marks Answers in Test Book
- Student Reads Text Aloud to Self
- Test Read Aloud (in English)
- Multiple Testing Sessions
- Scheduled Extended Time
- Testing in a Separate Room
- Special NCDPI-Approved Accommodation(s)

**Printed name of person completing this portion of the form:**
**Signature of person completing this portion of the form:**

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

---

This form is available in electronic format at https://www.dpi.nc.gov/districts/school/testing and school accountability/testing policy and operations/testing accommodations.
## Appendix F

### Review of Accommodations Used During NCEXTEND1 Testing

<table>
<thead>
<tr>
<th>Column 1: To Be Completed before Testing</th>
<th>Column 2: To Be Completed during/after Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check the required accommodations documented on the student's IEP.</td>
<td>Was this accommodation provided to the student during testing?</td>
</tr>
<tr>
<td>Specify: Text Read Aloud (in English)</td>
<td>Example: The test administrator read aloud the entire test to the student, where permissible per the NCEXTEND1 assessment guide.</td>
</tr>
</tbody>
</table>

- Braille Materials
- Braille Paper/Braille paper
- Large Print Materials
- Assistive Technology Devices
- Specify: Interpreter/Translator Sign/Signer Test
- Magnification Devices
- Word-To-Word Braille (English/foreign Language) Dictionary/Electronic Translator (EL only)
- Test Read Aloud (in English)
- Specify: Multiple Testing Sessions
- Specify: Testing in a Separate Room
- Adaptions to NCDPI-provided manipulatives, such as raised lines, enlarged text/pictures, placement of pictures on information boards, and use of student-specific symbols
- Specify: Special NCDPI-Approved Accommodation(s)

- Printed name of the person completing this portion of the form:
- Printed name of the person completing this portion of the form:
- Signature of the person completing this portion of the form:
- Signature of the person completing this portion of the form:
- Comments/considerations for next IEP team meeting:
## Special Print Versions Error Report Form

**North Carolina Testing Program**

### The following information must be completed for each form submitted:

<table>
<thead>
<tr>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School Unit Number:</td>
</tr>
<tr>
<td>Public School Unit Name:</td>
</tr>
<tr>
<td>School Name:</td>
</tr>
<tr>
<td>Test Administrator Name:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

For EOG, please check the appropriate section/test that contains the noted potential error(s):

- Reading
- Math – Calculator Inactive
- Math – Calculator Active
- Science

### Instructions:

- Record in the spaces provided information about errors found in a special print version. Use a separate error report form for each test/form.
- The public school unit must have a mechanism in place to connect the student to the specific test in case the score must be recalculated due to the error. The public school unit test coordinator must retain the original copy of this completed error report form and keep it on file for six months following the return of test scores.
- The public school unit must also submit a copy of the report form to the NCDPI TOPS, as specified below, and submit a copy of the form to the Regional Accountability Coordinator (RAC).

<table>
<thead>
<tr>
<th>Potential Error(s)</th>
<th>For NCDPI Use Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page Number*</td>
<td>Item Number</td>
</tr>
<tr>
<td>NCDPI Notes</td>
<td>SA</td>
</tr>
<tr>
<td>Proofer Notes</td>
<td>NCDPI Notes</td>
</tr>
</tbody>
</table>

* Please list page number in accommodated test book.

---

**North Carolina Testing Program**

FAX original to 919.515.4647
ATTN: Accommodations Test Coordinator

Attach a copy to test, return to TOPS
Forward a copy to the RAC
Retain original for public school unit records

Published July 2020
Appendix H

List of Abbreviations and Acronyms

<table>
<thead>
<tr>
<th>Abbreviation or Acronym</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCESS for ELLs</td>
<td>Accessing Comprehension and Communication in English State-to-State for English Language Learners</td>
</tr>
<tr>
<td>AMO</td>
<td>Annual Measurable Objective</td>
</tr>
<tr>
<td>ASL</td>
<td>American Sign Language</td>
</tr>
<tr>
<td>BANA</td>
<td>Braille Authority of North America</td>
</tr>
<tr>
<td>BOG3</td>
<td>Beginning-of-Grade 3 Reading Test</td>
</tr>
<tr>
<td>CCRAAs</td>
<td>College and Career Readiness Alternate Assessments</td>
</tr>
<tr>
<td>EBAE</td>
<td>English Braille American Edition</td>
</tr>
<tr>
<td>ECATS</td>
<td>Every Child Accountability and Tracking System</td>
</tr>
<tr>
<td>EC</td>
<td>Exceptional Children</td>
</tr>
<tr>
<td>EL</td>
<td>English Learner</td>
</tr>
<tr>
<td>EOC</td>
<td>End-of-Course</td>
</tr>
<tr>
<td>EOG</td>
<td>End-of-Grade</td>
</tr>
<tr>
<td>ESEA</td>
<td>Elementary and Secondary Education Act</td>
</tr>
<tr>
<td>ESSA</td>
<td>Every Student Succeeds Act</td>
</tr>
<tr>
<td>FDF</td>
<td>First Day of Fall</td>
</tr>
<tr>
<td>FDS</td>
<td>First Day of Spring</td>
</tr>
<tr>
<td>IDEA</td>
<td>Individuals with Disabilities Education Improvement Act</td>
</tr>
<tr>
<td>IEP</td>
<td>Individualized Education Program</td>
</tr>
<tr>
<td>IPA</td>
<td>International Phonetic Alphabet</td>
</tr>
<tr>
<td>LEA</td>
<td>Local Education Agency</td>
</tr>
<tr>
<td>NAEP</td>
<td>National Assessment of Educational Progress</td>
</tr>
<tr>
<td>NAGB</td>
<td>National Assessment Governing Board</td>
</tr>
<tr>
<td>NCDPI</td>
<td>North Carolina Department of Public Instruction</td>
</tr>
<tr>
<td>NCES</td>
<td>National Center for Education Statistics</td>
</tr>
<tr>
<td>NCSCS</td>
<td>North Carolina Standard Course of Study</td>
</tr>
<tr>
<td>OTISS</td>
<td>Online Testing Irregularity Submission System</td>
</tr>
<tr>
<td>RAC</td>
<td>Regional Accountability Coordinator</td>
</tr>
<tr>
<td>SBE</td>
<td>State Board of Education</td>
</tr>
<tr>
<td>Section 504</td>
<td>Section 504 of the Rehabilitation Act of 1973</td>
</tr>
<tr>
<td>SIQ</td>
<td>Student Interface Questions</td>
</tr>
<tr>
<td>TOPS</td>
<td>Technical Outreach for Public Schools</td>
</tr>
<tr>
<td>TNN</td>
<td>Testing News Network</td>
</tr>
<tr>
<td>UEB</td>
<td>Unified English Braille</td>
</tr>
<tr>
<td>USED</td>
<td>U.S. Department of Education</td>
</tr>
</tbody>
</table>