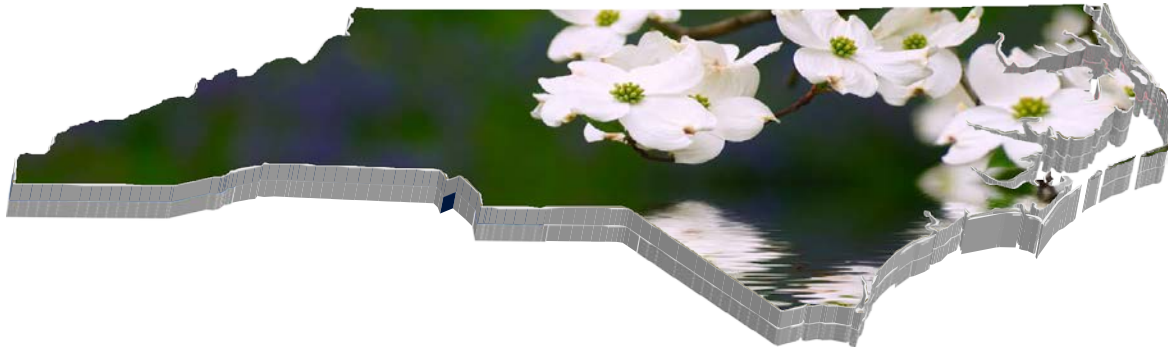


TESTING STUDENTS WITH DISABILITIES HANDBOOK



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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 Annual Testing Program.¹ Students who are 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 are identified with a disability under Section 504 of the Rehabilitation Act of 1973. School personnel are responsible for ensuring the policy guidelines and procedures outlined in this publication are implemented appropriately.

All information provided in this publication represents the North Carolina assessments and policies in place as of July 2021. Subsequent guidance and regulations from the U.S. Department of Education may require updates to this document. The public school unit test coordinator should always be consulted for any updated information.

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 Individualized Education Program (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>.

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 Annual Testing Program

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

- “(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.”

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., PreACT, ACT, WorkKeys, ACCESS for ELLs).

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 Annual 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.”

As part of the Annual Testing program, G.S. § 115C-174.22 requires the administration of the PreACT test for all students in the tenth grade. Students must also take the ACT test per G.S. § 115C-174.11(c)(4) 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 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, 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). The alternate assessment is linked to grade-level content through the North Carolina Extended Content Standards. ESSA prohibits the development of additional alternate or modified assessments.

Rules, Guidelines, and Procedures for Implementing the Annual Testing Program

Per SBE policy Test-009, the information contained in the Annual 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 Handbook*, 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 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 Proof(s) of Learning for Students with an Individualized Education Program* 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, IEP teams or Section 504 committee members, teachers, directors of instruction, exceptional children directors or coordinators, 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 Annual 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

Per 16 N.C. Admin. Code 06G .0315 requires all students with disabilities to participate in the Annual 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.

Per 16 N.C. Admin. Code 06G .0315 “(b) PSUs shall administer the tests in the Annual Testing Program in accordance with the rules in this Subchapter and the Elementary and Secondary Education Act of 1965 (ESEA), Pub. L. 89-10, 79 Stat. 27, amended by the Every Student Succeeds Act (ESSA), Pub. L. No. 114–95, 129 Stat. 1802 (2015), and the regulations adopted thereunder.

- (c) All students entitled to testing accommodations shall participate in the State Annual Testing Program using one of the following assessments as required by the student's accommodation:
 - (1) The standard test administration with or without accommodations, or
 - (2) An alternate assessment with or without accommodations.
- (d) ‘Students entitled to testing accommodations’ for purposes of this Chapter shall mean:
 - (1) students with Individualized Education Programs (IEPs) created under the Individuals with Disabilities Education Act, 33 U.S.C. 1414, and regulations adopted pursuant to that Act;
 - (2) students with a plan created under 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 as implemented through 34 C.F.R. 104.44, and other regulations adopted pursuant to that Act;
 - (3) students with documented transitory impairments with actual or expected duration of six months or less that affect their ability to demonstrate their knowledge on standard test administrations without accommodation as determined by the LEA; and
 - (4) students who score below Level 5.0 Bridging on the reading domain of the WIDA Screener/ACCESS for ELLs®.”

Results from student performance are reported annually by the NCDPI.

General Information on Accommodations

To ensure standardized testing procedures for students with disabilities who require test accommodations, administrative procedures must 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 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, they are still required 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 so as not to select accommodations that will invalidate the test score. Accommodations that invalidate test results for North Carolina tests designed to measure reading comprehension include

1. *Test Read Aloud (in English)*,
2. *Interpreter/Transliterator Signs/Cues Test*, and
3. *AT Devices* that read text aloud.

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 Annual 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 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 percent participation rate for students enrolled in tested grades.

Only students with the most significant cognitive disabilities and receiving instruction through the North Carolina Extended Content Standards and Extended Essential Standards may participate in the alternate assessment. 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 Annual Testing Program

All test administrators and proctors (if utilized) must adhere to the *Testing Code of Ethics* (16 N.C. Admin. Code 06D .0311) 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 Annual 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 should contact the public school unit test coordinator.

Refer to [Section C](#) 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 or coordinator, and Section 504 coordinator are to work collaboratively to provide information to school-based staff regarding policies and procedures for testing students with disabilities. The information in this section will explain how to appropriately document in either the current IEP or Section 504 Plan a student's participation in the Annual 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 or coordinators, and Section 504 coordinators are to distribute and review copies of this document, or portions thereof, which contains North Carolina Administrative Code and 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 or coordinator, and Section 504 coordinator to define their roles more clearly 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), surrogate parent(s), and students age eighteen or older 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, Annual 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 one-hundred twenty school days before the testing window. It is understood that there may not be one-hundred and twenty school days available for implementation depending on when the IEP is written. However, teams should make every effort to provide the student with a minimum of one-hundred twenty 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 or coordinators, 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. A test can only be administered by an individual who a) has participated in training on the administration of state tests and the appropriate use of testing accommodations, b) has been given a copy of the *Testing Code of Ethics*, c) has reviewed the *Testing Code of Ethics*, d) has signed a security agreement, and e) if applicable, has been trained on the procedures for administering the alternate assessments.

All public school unit personnel shall be informed 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. 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 administering the test(s);
2. information located in the *Testing Students with Disabilities* document (this publication) and the [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.); and
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 procedure 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 complete the accommodations provided in the Accommodations tab in NCTest for online tests or code all applicable bubbles on the student answer sheet for paper tests to identify the specific accommodation(s) provided during the test administration. Accommodation documentation must be accurate. This information is used for state and federal reporting purposes and for making determinations about the validity of test scores.
- 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 test materials used with accommodations (e.g., *Braille Editions* or test books used for the *Student Marks Answers in Test Book* accommodation) can be found in the [North Carolina Test Coordinators' Policies and Procedures Handbook](#).

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 or coordinator. The collaboration is necessary because 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 or coordinator and Section 504 coordinator, in collaboration with the public school unit test coordinator, are to review the testing accommodations and any alternate assessment chosen by the IEP teams or Section 504 committees. This may include review of documentation in IEPs or Section 504 Plans and any available reports from ECATS, PowerSchool, or the public school unit-approved accommodations management systems.

C. Determining Participation in either a General State Test Administration or an Alternate Assessment with or without Testing Accommodations

The following procedures are used when determining whether students with disabilities will participate in either a general state test administration or a North Carolina alternate assessment with or without accommodations.

General Local Procedures

Instructional and testing needs for a student with disabilities must be considered annually during the review of the student's IEP or Section 504 Plan. The IEP team or Section 504 committee should discuss 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 or national test (e.g., National Assessment of Educational Progress [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.

State tests should be considered individually by the IEP team or Section 504 committee to ensure focus on individual student needs by test. For example, it may be appropriate for a student to receive an accommodation during the North Carolina End-of-Grade (EOG) Test of Reading; however, the team or committee may decide the same student is to be administered the North Carolina EOG Test of Mathematics under standard conditions (i.e., without accommodations).

The decision regarding participation in a general state test (with or without accommodations) versus the use of an alternate assessment for participation in the Annual 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 one-hundred twenty 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. Provide school-based staff with current information regarding student participation in the Annual Testing Program, which includes
 - i. state tests and national assessments (e.g., NAEP) required at each grade or course;
 - ii. guidelines for testing under standard conditions;
 - iii. procedures for 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 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.

Instructional Accommodations

Although this handbook focuses on the Annual Testing Program, testing accommodations and alternate assessments that may be considered in determining how a student will participate in the state tests, 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 in 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 English Learner [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](#) for additional information on accessibility supports).

Annual Testing Program

Each school year, the NCDPI Division of Accountability Services publishes information regarding the current Annual Testing Program. These publications can be obtained by visiting <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 about the potential impact of the team's or committee's decision in regard to 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 *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 to meet the unique needs of a student.

Student Participation in the Annual Testing Program

The following provides a list of the state-mandated tests in the 2021–2022 Annual 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. EOG Reading Test
3. EOG Mathematics Test
4. *ACCESS for ELLs*

Grade 4

1. EOG Reading Test
2. EOG Mathematics Test
3. NAEP
4. *ACCESS for ELLs*

Grade 5

1. EOG Reading Test
2. EOG Mathematics Test
3. EOG Science Test
4. *ACCESS for ELLs*

Grade 6

1. EOG Reading Test
2. EOG Mathematics Test
3. *ACCESS for ELLs*

Grade 7

1. EOG Reading Test
2. EOG Mathematics Test
3. *ACCESS for ELLs*

Grade 8

1. EOG Reading Test
2. EOG Mathematics Test or End-of- Course (EOC) NC Math 1²
3. EOG Science Test
4. NAEP
5. *ACCESS for ELLs*

Grade 9

1. EOC Tests²
2. *ACCESS for ELLs*

Grade 10

1. EOC Tests²
2. PreACT
3. *ACCESS for ELLs*

Grade 11

1. EOC Tests²
2. ACT
3. *ACCESS for ELLs*

Grade 12

1. EOC Tests²
2. ACT WorkKeys
3. NAEP
4. *ACCESS for ELLs*

Annual Testing Program Summative Assessment Options Charts

The IEP team or Section 504 committee are advised to consider the *Annual 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>.

² North Carolina EOC assessments are administered at the end of the course for Biology, English II, NC Math 1, and NC Math 3 16 N.C. Admin. Code 06D .0309 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, consideration must be given to the student's testing mode. All North Carolina assessments are available in either an online (with the exception of NCEXTEND1 at grade 11) or a paper mode. Some assessments are required online administrations. However, for those required online, students with disabilities can receive either a paper 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 for the decision in the IEP or Section 504 Plan.

Before selecting paper 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 a student with a documented disability is unable to access the online tests after the accessibility features and accommodations have been considered and opportunities for practice interacting with the online testing system have been provided, the paper mode is an option that should 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

individual 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 Test in Mathematics but would invalidate the results for the North Carolina EOG Test 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 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 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 (NAEP)

To ensure the integrity of NAEP, every effort must be made to include each selected student in the testing sessions. 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. For more information about NAEP testing refer to the [North Carolina Test Coordinators’ Policies and Procedures Handbook](#).

Procedures for the IEP team or Section 504 committee. The IEP team or Section 504 committee refers to the accommodations listed in the *District Assessment* portion of the plan and determines if those accommodations are appropriate and allowable according to the NAEP guidelines. To determine the allowable accommodations according to the test publisher, the National Center for Education Statistics (NCES), contact the school testing coordinator for the most recent list of approved accommodations designated by the NAEP.

If the team or committee determines after consulting with the school testing coordinator that a student cannot access the NAEP, a student may be excluded from participating in the administration of the NAEP. Before excluding a student based on an accommodation need, the school test coordinator is to send an email to the North Carolina NAEP State Coordinator at Andrea.Faulkner@dpi.nc.gov. The email should include the school name and contact information along with a summary of the student’s accommodation needs. Confidential student-identifying information should not be included in the email. The NAEP State Coordinator will review the email and respond with a follow-up email or phone call to include comprehensive guidance.

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](#) 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, or 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/Transliterators 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 Annual Testing Program that measure reading comprehension include (a) the Beginning-of-Grade 3 Reading Test; (b) the North Carolina EOG Reading Tests; and (c) the North Carolina EOC English II Test.

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 Annual Testing Program has provided optional Testing Accommodations Charts to assist in maintaining alignment and consistency in accommodations documentation. These charts are available at <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 all the testing accommodations that may address 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. English Learner (EL) Plan or documentation
4. Transitory impairment documentation

For example, all testing accommodations for a student with an IEP who is also identified as an EL, 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. All appropriate team members must be present or consulted before accommodations decisions are made.

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 in the plan.

The ESSA requires that each state have 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 Annual 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 state accountability model for content area tests:

Recently Arrived EL (by year)	Year 1 (Reading, Math, Science)	Year 2 (Reading, Math, Science)	Year 3 and beyond (Reading, Math, Science)
Does EL take assessments?	Yes	Yes	Yes
Does EL receive an Individual Student Report?	Yes	Yes	Yes
Is EL included in the state accountability system?	No	Included for Growth	Included for Proficiency and Growth

Detailed information regarding the testing of students identified as ELs, can be found in the [Guidelines for Testing Students Identified as English Learners](#) publication.

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 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 Health Meters, Monitors, and Insulin Pumps

Students may use health meters, such as diabetes glucose meters, heart rhythm monitors, 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 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 monitor.

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).

For vendor tests, such as ACT, test coordinators should refer to the vendor administration manual for specific guidance.

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, the accommodation 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 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

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

- identity of the test administrator, proctor (if utilized), interpreter, transliterator, or scribe (if known) (It is desirable that students know and have worked with these individuals before the test administration.);
- test date, time the test administration is scheduled to begin, room location; and
- the testing accommodations that will be provided and the way in which they will be provided.

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.

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

If accommodations are documented on the IEP or Section 504 Plan on the day of testing, it is expected they will be provided during the test administrations regardless of whether a student wants to use them. However, the IEP team or Section 504 committee is expected to determine, during the annual review, the procedures to be followed in the event the student declines to use the accommodation(s) during the test administration. Before the test administration date, the student will be notified of the accommodation(s) that will be provided during the 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 test administration. Steps 1–4 outline the process schools must follow when a student declines the use of documented accommodations on the day of the test.

- **Step 1.** It is the school's responsibility to ensure all documented accommodations are provided to the student. If the student chooses to decline the use of an accommodation on the day of the test, the student's decision is then discussed thoroughly with the student to ensure the student understands the reasons for the accommodation and the potential consequences of not using it. The student should also be informed that their parent, legal guardian, or surrogate parent will be notified of the refusal and given the option to request a retest, which means the student would have to take the test again. 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 2.** If the student continues to decline the use of the accommodation(s), the refusal must be reported immediately to the school test coordinator to allow any needed changes to the student's testing time and location. The refusal should also be documented 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 3.** 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. A Report of Testing Irregularity must be completed in the Online Testing Irregularity Submission System (OTISS).
- **Step 4.** 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. If the parent, legal guardian, or

surrogate parent chooses a retest, the first test administration is invalidated, and the student must be retested using another secure form of the test.

- **Step 5.** After testing is complete, the IEP team or Section 504 committee reconvenes to readdress the recommendations for accommodation(s) and the student's concerns. The student should be encouraged to attend the meeting so that concerns, implications, and decisions about future testing accommodations can be discussed with the students before the next testing window. 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 1, 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 Annual Testing Program must receive the *Special Accommodation Request* as soon as possible after the IEP or Section 504 meeting. The Annual Testing Program 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 the Annual Testing Program receives the requests 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.

Use of the North Carolina Alternate Assessment

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.

During IEP meetings, each member of the IEP team is to have access to the alternate assessment information located in [Section G](#) so specific procedures for a test administration can be discussed, determined, and documented.

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.

A careful and complete analysis regarding the decision to use a North Carolina 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 Tests of Reading (Grades 3–8)
- North Carolina EOG Tests of Mathematics (Grades 3–8)
- North Carolina EOG Tests of Science (Grades 5 and 8)
- North Carolina EOC Tests of Biology, English II, NC Math 1, and NC Math 3
- 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 one-hundred twenty 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.

North Carolina Universal Design Features
Calculator (tests requiring calculator use only)
Breaks included in the test design
Scratch paper
Pencils with erasers
Graph paper (mathematics tests)
Tests written using Plain English*

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

Designated Features

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

Designated features must be assigned to a student by trained educators 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 a test, students must have experience using the designated features routinely during classroom instruction and with similar classroom tests. They must not be introduced for the first time during state tests.

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 test administration guide, all designated features must be provided at the beginning of testing.

The following designated features are approved by the Annual Testing Program for use by all students:

Online Administrations	Paper Administrations
Highlighter Tool	Highlighters or Colored Pencils
Color Contrast <ul style="list-style-type: none"> • 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. 	
Online and Paper Administrations	
Color Acetate Overlays <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Headphones and ear plugs reduce unwanted ambient and low frequency sounds. • Headphones must not be connected to any device (e.g., Bluetooth or wireless). 	
Adapted Pencil <ul style="list-style-type: none"> • larger diameter • modified special grip for a No. 2 pencil • mechanical No. 2 pencil 	
Reading Tracker <ul style="list-style-type: none"> • 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 Administrations
<p>Preferential Seating in the Regular Classroom</p> <ul style="list-style-type: none"> • Preferential seating in the regular classroom (i.e., not in a separate setting) may be used for students for the administration of all tests in the Annual 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 tests. • All preferential seating must be positioned in such a way that no student is able to see another student's test documents.
<p>Adaptive Seating</p> <ul style="list-style-type: none"> • Adaptive seating must be consistent with the seating used routinely during classroom instruction and similar classroom tests. • 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) <i>must</i> be approved by the Regional Accountability Coordinator (RAC) before testing can occur.
<p>Read Aloud Test Directions (in English)</p> <ul style="list-style-type: none"> • 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 test administration guides.
<p>Redirection</p> <ul style="list-style-type: none"> • 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 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.



Lazarus, S., Goldstone, L., Wheeler, T., Paul, J., Prestridge, S., Sharp, T., Hochstetter, A., and Warren, S. (2021). *CCSSO Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students*. The Council of Chief State School Officers (CCSSO).

E. Testing Accommodations—Descriptions and Procedures

This section provides information about the approved accommodations for use on state-mandated tests in the Annual 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 test 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.

ACCESS for ELLs. All accommodations for the annual EL proficiency test are located in the [North Carolina State Specific Guidance for WIDA™ Assessments](#) publication.

PreACT, ACT, and ACT WorkKeys. School test coordinators can find additional accommodation information for the ACT on the North Carolina ACT website. Questions about accommodations on the PreACT, ACT, or ACT WorkKeys should be directed to ACT, not the Annual Testing Program.

Role of the IEP Team or Section 504 Committee

To avoid any anomalies and misadministrations, the IEP team or Section 504 committee must discuss specific procedures for accommodation use before making a final decision. 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.

Approved Accommodations for Online Administrations of North Carolina Beginning-of-Grade 3 and End-of-Grade Tests at Grades 3–8 for Students with Current IEPs or Section 504 Plans¹

Accommodation	BOG3 and EOG Tests Online Administrations		
	Reading (Grades 3–8)	Mathematics (Grades 3–8)	Science (Grades 5 and 8)
<i>Assistive Technology Devices</i>	Yes ²	Yes ²	Yes ²
<i>Braille Edition (Full UEB)</i>	No	No	No
<i>Braille Writer/Braille Paper</i>	Yes ²	Yes ²	Yes ²
<i>Slate and Stylus/Braille Paper</i>	Yes ²	Yes ²	Yes ²
<i>Electronic Braille Notetaker</i>	Yes ²	Yes ²	Yes ²
<i>Cranmer Abacus</i>	Yes	Yes	Yes
<i>Dictation to a Scribe</i>	Yes	Yes	Yes
<i>Student Reads Test Aloud to Self</i>	Yes	Yes	Yes
<i>Test Read Aloud (in English)</i>	No ³	Yes	Yes
<i>Interpreter/Transliterator Signs/Cues Test</i>	No ³	Yes	Yes
<i>Large Print Edition</i>	No ⁴	No ⁴	No ⁴
<i>Magnification Devices</i>	Yes ²	Yes ²	Yes ²
<i>Multiple Testing Sessions</i>	Yes	Yes	Yes
<i>One Test Item Per Page Edition</i>	No ⁵	No ⁵	No ⁵
<i>Scheduled Extended Time</i>	Yes	Yes	Yes
<i>Student Marks Answers in Test Book</i>	No ⁶	No ⁶	No ⁶
<i>Testing in a Separate Room</i>	Yes	Yes	Yes
<i>Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)</i>	Yes ⁷	Yes ⁷	Yes ⁷

¹ The Beginning-of-Grade 3 (BOG3) and all EOG tests are available in both paper and online formats. For any test, including those required online, students with disabilities can receive either a paper or online format of the test if there is a documented need in the student's current IEP or Section 504 Plan.

² This accommodation may be used if accessible through the online NCTest platform.

³ Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the reading tests invalidates test results because the tests 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.

⁴ The *Large Print Edition* 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 test may be ordered.

⁵ The *One Test Item Per Page Edition* is not an applicable accommodation for online tests because all tests are presented one test item at a time on the computer.

⁶ The *Student Marks Answers in Test Book* is not an applicable accommodation for the online tests 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 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 Administrations of North Carolina Beginning-of-Grade 3 and End-of-Grade Tests at Grades 3–8 for Students with Current IEPs or Section 504 Plans¹

Accommodation	BOG3 and EOG Tests Paper Administrations		
	Reading (Grades 3–8)	Mathematics (Grades 3–8)	Science (Grades 5 and 8)
<i>Assistive Technology Devices</i>	Yes	Yes	Yes
<i>Braille Edition (Full UEB)</i>	Yes	Yes	Yes
<i>Braille Writer/Braille Paper</i>	Yes	Yes	Yes
<i>Slate and Stylus/Braille Paper</i>	Yes	Yes	Yes
<i>Electronic Braille Notetaker</i>	Yes	Yes	Yes
<i>Cranmer Abacus</i>	Yes	Yes	Yes
<i>Dictation to a Scribe</i>	Yes	Yes	Yes
<i>Interpreter/Transliterators Signs/Cues Test</i>	No ²	Yes	Yes
<i>Large Print Edition</i>	Yes	Yes	Yes
<i>Magnification Devices</i>	Yes	Yes	Yes
<i>Multiple Testing Sessions</i>	Yes	Yes	Yes
<i>One Test Item Per Page Edition</i>	Yes	Yes	Yes
<i>Scheduled Extended Time</i>	Yes	Yes	Yes
<i>Student Marks Answers in Test Book</i>	Yes	Yes	Yes
<i>Student Reads Test Aloud to Self</i>	Yes	Yes	Yes
<i>Test Read Aloud (in English)</i>	No ²	Yes	Yes
<i>Testing in a Separate Room</i>	Yes	Yes	Yes
<i>Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)</i>	Yes ³	Yes ³	Yes ³

¹ The BOG3 and all EOG tests are available in both paper and online formats. For any test, including those required online, students with disabilities can receive either a paper or online format of the test 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 tests invalidates test results because the tests measure reading skills. However, test directions in the test 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 Online Administrations of North Carolina End-of-Course Tests at Grades 9–12 for Students with Current IEPs or Section 504 Plans¹

Accommodation	End-of-Course (EOC) Tests Online Administrations
<i>Assistive Technology Devices</i>	Yes ²
<i>Braille Edition (Full UEB)</i>	No
<i>Braille Writer/Braille Paper</i>	Yes ²
<i>Slate and Stylus/Braille Paper</i>	Yes ²
<i>Electronic Braille Notetaker</i>	Yes ²
<i>Cranmer Abacus</i>	Yes
<i>Dictation to a Scribe</i>	Yes
<i>Test Read Aloud (in English)</i>	No for English II ³ Yes for Biology, NC Math 1, and NC Math 3
<i>Interpreter/Transliterator Signs/Cues Test</i>	No for English II ³ Yes for Biology, NC Math 1, and NC Math 3
<i>Large Print Edition</i>	No ⁴
<i>Magnification Devices</i>	Yes
<i>Multiple Testing Sessions</i>	Yes
<i>One Test Item Per Page Edition</i>	No ⁵
<i>Scheduled Extended Time</i>	Yes
<i>Student Marks Answers in Test Book</i>	No ⁶
<i>Student Reads Test Aloud to Self</i>	Yes
<i>Testing in a Separate Room</i>	Yes
<i>Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)</i>	Yes ⁷

¹ All EOC tests are available in both paper and online formats. For any test, including those required online, students with disabilities can receive either a paper or online format of the test if there is a documented need in the student's current IEP or Section 504 Plan.

² This accommodation may be used if accessible through the online NCTest platform.

³ Reading aloud or signing/cueing the selections, sample questions, test questions, and answer choices from the English II test invalidates test results because the test measures reading skills. However, test directions in the test administration guides may be read aloud or signed/cued during the administration of any state test.

⁴ The *Large Print Edition* 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 test may be ordered.

⁵ The *One Test Item Per Page Edition* is not an applicable accommodation for online tests because all tests are presented one test item at a time.

⁶ The *Student Marks Answers in Test Book* is not an applicable accommodation for online tests 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 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 Administrations of North Carolina End-of-Course Tests at Grades 9–12 for Students with Current IEPs or Section 504 Plans¹

Accommodation	End-of-Course (EOC) Tests Paper Administrations
<i>Assistive Technology Devices</i>	Yes
<i>Braille Edition (Full UEB)</i>	Yes
<i>Braille Writer/Braille Paper</i>	Yes
<i>Slate and Stylus/Braille Paper</i>	Yes
<i>Electronic Braille Notetaker</i>	Yes
<i>Cranmer Abacus</i>	Yes
<i>Dictation to a Scribe</i>	Yes
<i>Test Read Aloud (in English)</i>	No for English II ²
	Yes for Biology, NC Math 1, and NC Math 3
<i>Interpreter/Transliterator Signs/Cues Test</i>	No for English II ²
	Yes for Biology, NC Math 1, and NC Math 3
<i>Large Print Edition</i>	Yes
<i>Magnification Devices</i>	Yes
<i>Multiple Testing Sessions</i>	Yes
<i>One Test Item Per Page Edition</i>	Yes
<i>Scheduled Extended Time</i>	Yes
<i>Student Marks Answers in Test Book</i>	Yes
<i>Student Reads Test Aloud to Self</i>	Yes
<i>Testing in a Separate Room</i>	Yes
<i>Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)</i>	Yes ³

¹ All EOC tests are available in both paper and online formats. For any test, including those required online, students with disabilities can receive either a paper or online format of the test 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 test invalidates test results because the test measures reading skills. However, test directions in the test 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 NCEXTEND1 Alternate Assessments at Grades 3–8, 10, and 11 for Students with Current IEPs Only¹

Accommodation	NCEXTEND1			
	Reading Grades 3–8 and 10	Mathematics Grades 3–8 and 10	Science Grades 5, 8, and 10	Grade 11
<i>Braille Materials (Full UEB)</i>	Yes	Yes	Yes	Yes
<i>Braille Writer/Braille Paper</i>	Yes ²	Yes ²	Yes ²	Yes
<i>Large Print Materials</i> ³	Yes	Yes	Yes	Yes
<i>Assistive Technology Devices</i>	Yes ²	Yes ²	Yes ²	Yes
<i>Interpreter/Transliterater Signs/Cues Test</i>	NCEXTEND1 tests are to be read aloud to all students as specified in the NCEXTEND1 <i>Assessment Guide</i> ⁴			
<i>Magnification Devices</i>	Yes ²	Yes ²	Yes ²	Yes
<i>Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)</i> ⁵	Yes	Yes	Yes	Yes
<i>Test Read Aloud (in English)</i>	NCEXTEND1 tests are to be read aloud to all students as specified in the NCEXTEND1 <i>Assessment Guide</i> ⁴			
<i>Multiple Testing Sessions</i>	Yes	Yes	Yes	Yes
<i>Testing in a Separate Room</i>	Yes	Yes	Yes	Yes
<i>Adaptations to NCDPI-Provided Manipulatives</i> ⁶	Yes	Yes	Yes	Yes

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

² This accommodation may be used if accessible through the online NCTest Admin platform.

³ 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 NCEXTEND1 test cards. The selection booklets used in NCEXTEND1 reading tests are provided for all students in 22-point font.

⁴ 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/Transliterater Signs/Cues Test* accommodations for the last selection will result in invalid item scores. The NCEXTEND 1 reading assessment at grade 11 has only one selection. The assessor must read the selection aloud to the student. The selection and questions may be read aloud as many times as necessary.

⁵ 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.

⁶ Adaptations to NCEXTEND1 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 NCEXTEND1 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 NCEXTEND1 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

Accommodations	Students with Current IEPs ² Online Administrations
<i>Assistive Technology Devices</i>	Yes ³
<i>Braille Edition (Full UEB)</i>	No
<i>Braille Writer/Braille Paper</i>	Yes ³
<i>Slate and Stylus/Braille Paper</i>	Yes ³
<i>Electronic Braille Notetaker</i>	Yes ³
<i>Cranmer Abacus</i>	Yes
<i>Dictation to a Scribe</i>	Yes
<i>Test Read Aloud (in English)⁴</i>	Yes
<i>Interpreter/Transliterater Signs/Cues Test⁴</i>	Yes
<i>Student Reads Test Aloud to Self</i>	Yes
<i>Large Print Edition</i>	No ⁵
<i>Magnification Devices</i>	Yes ³
<i>Multiple Testing Sessions</i>	Yes
<i>One Test Item Per Page Edition</i>	No ⁶
<i>Scheduled Extended Time</i>	Yes
<i>Student Marks Answers in Test Book</i>	No ⁷
<i>Testing in a Separate Room</i>	Yes
<i>Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)</i>	Yes ⁸

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

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

³ This accommodation may be used if accessible through the online NCTest platform.

⁴ The *Test Read Aloud (in English)* and the *Interpreter/Transliterater Signs/Cues Test* accommodations are available to eligible students for all sections of the CCRAAs (i.e., English, Math, Reading, and Science).

⁵ The *Large Print Edition* 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 assessment may be ordered.

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

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

⁸ Only students with disabilities who are also identified as ELs and have scored below 5.0 Bridging on the most recent administration of the reading domain of the WIDA Screener/ACCESS for 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 Administration of the North Carolina College and Career Readiness Alternate Assessments (CCRAA) at Grades 10 and 11 for Students with Current IEPs Only¹

Accommodations	Students with Current IEPs ² Paper Administrations
<i>Assistive Technology Devices</i>	Yes
<i>Braille Edition (Full UEB)</i>	Yes
<i>Braille Writer/Braille Paper</i>	Yes
<i>Slate and Stylus/Braille Paper</i>	Yes
<i>Electronic Braille Notetaker</i>	Yes
<i>Cranmer Abacus</i>	Yes
<i>Dictation to a Scribe</i>	Yes
<i>Test Read Aloud (in English)</i>	Yes ³
<i>Interpreter/Transliterater Signs/Cues Test</i>	Yes ³
<i>Student Reads Test Aloud to Self</i>	Yes
<i>Large Print Edition</i>	Yes
<i>Magnification Devices</i>	Yes
<i>Multiple Testing Sessions</i>	Yes
<i>One Test Item Per Page Edition</i>	Yes
<i>Scheduled Extended Time</i>	Yes
<i>Student Marks Answers in Test Book</i>	Yes
<i>Testing in a Separate Room</i>	Yes
<i>Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)</i>	Yes ⁴

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

² The CCRAA is available in both paper and online formats. For any assessment, including those required online, students with disabilities can receive either a paper 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/Transliterater 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.

Special Print Versions

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 in the accommodations management system to ensure students receive the appropriate accommodations on the day of testing. To ensure adequate test production, test quality control, and test material delivery of the special print versions, the public school unit test coordinator must order them through the TNN ordering page.

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*. 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 the Annual Testing Program receives them 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](#) of this publication for the tests permitting the *Braille Edition* accommodation.

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

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 United States. 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 test using the full UEB must be included when EBAE or UEB with Nemeth text is requested.

Description

Test materials must be available in the braille code that is used most efficiently by each test taker as indicated on their IEP or Section 504 Plan. IEP teams and Section 504 committees must determine at the meeting which 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 tests.

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 code reference 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 Annual 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 Annual Testing Program for the provision of uncontracted braille test editions.

Students with impaired vision who do not have contracted braille skills may use the braille or standard version of the test read aloud while the test administrator or scribe records the student responses. (Tests that measure reading skills, such as the North Carolina EOG Reading and EOC English II tests, 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 in the accommodations management system to ensure students receive the appropriate accommodations on the day of testing. To ensure adequate test production, test quality control of test materials, and timely delivery of the braille versions, the public school unit test coordinator must place the test material order as soon as the ordering system is available to ensure that all braille 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](#)).

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 tests. 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 tests. 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 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 that no answers are given that would deviate from the standardization of the test administration. Security of test questions must be maintained, and distractions in the testing environment 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.

Demographic information precoded for the student. Before the test administration, the student demographic 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 demographic information) should not be read aloud to the students.

Record student name on the 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.

Collecting, Storing, and Processing Test Materials

Transcribing student responses. Since students will record their responses in a manner other than the regular answer document, the test administrator or principal's designee must 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. 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 test administration guides.

The test administrator must purge any electronic files associated with the test administration immediately following the completion of the transcription process.

Storing or returning braille editions and original student or scribe responses. The public school unit must follow the procedures in the [North Carolina Test Coordinators' Policies and Procedures Handbook](#) regarding (1) storing or returning braille editions of state tests, (2) storing or returning original student responses recorded in a manner other than the regular answer sheet (e.g., braille writer/braille paper), and (3) storing and returning original scribe recordings of student responses if not recorded directly in a test book (e.g., scribe records responses on a separate sheet of paper and transcribes after the testing session). Storing and returning procedures may vary based on the test.

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 Annual Testing Program via Technical Outreach for Public Schools (TOPS). See [Appendix G](#) for a sample *Special Print Versions Error Report Form*.

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 tests?
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. Test 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 the appropriate braille editions ordered for the student's test administrations?
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?

Large Print Edition

A *Large Print Edition* accommodation is available for specific tests. Please refer to the tables in [Section E](#) 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 tests because the font size can be designated as large font for any student before the test administration. For tests delivered online, the font size is 12-point Verdana for standard test forms and 18-point Verdana for large font tests. However, these are print measurements and computer screen resolution and size settings can greatly affect the actual size of fonts on screen.

If the size of the large font is not enough for a student with visual impairments, the large font option may be used in conjunction with the *Magnification Devices* accommodation, or a large print edition of the paper 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 Annual Testing Program's standard test forms are printed on 8.5" x 11" paper, using 12-point Verdana font. The Annual Testing Program's 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 tests.

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 committee meeting. Testing accommodations information must be accurate in the accommodations management system to ensure students receive the appropriate accommodations on the day of testing. To ensure adequate test material production, quality control of test materials, and timely delivery of the special print versions, the public school unit test coordinator must order them through the TNN ordering page as soon as the ordering system is available.

Large print editions can be ordered from TNN and do not require a *Special Accommodation Request* to be submitted to the Annual Testing Program. 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 Annual Testing Program. 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.

Demographic information precoded for the student. Before the test administration, the student demographic 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 demographic information) should not be read aloud to the students.

Record the student's 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.

Collecting, Storing, and Processing Test Materials

Transcribing student responses. Students may mark their responses in the large print edition test books, which requires 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 test administration guides.

The transcriber must purge any electronic files that include test materials immediately following the completion of the transcription process.

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 (1) storing or returning large print editions of state tests, (2) storing or returning original student responses recorded in a manner other than the regular answer sheet (e.g., assistive technology device), and (3) storing and returning original scribe recordings of student responses if not recorded directly in a test book (e.g., scribe records responses on a separate sheet of paper and transcribes after the testing session). Procedures may vary based on the test.

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 Annual Testing Program via TOPS. See [Appendix G](#) for a sample *Special Print Versions Error Report Form*.

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 tests?
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 Annual Testing Program. 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 the student requires a minimal increase or decrease in font size. 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

The *One Test Item Per Page Edition* accommodation is available for specific tests. Please refer to the tables in [Section E](#) 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 tests 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 in 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 as soon as it is open.

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

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 Annual Testing Program. 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.

Demographic information precoded for the student. Before the test administration, the student demographic 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 demographic information) should not be read aloud to the student.

Record the student's 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.

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 test administration guides.

The transcriber must purge any electronic files that include test materials immediately following the completion of the transcription process.

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 (1) storing or returning the one test item per page editions, (2) storing or returning original student responses recorded in a manner other than the regular answer sheet (e.g., assistive technology device), and (3) storing and returning original scribe recordings of student responses if not recorded directly in a test book (e.g., scribe records responses on a separate sheet of paper and transcribes after the testing session). Procedures may vary based on the test.

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 Annual Testing Program via TOPS. See [Appendix G](#) for a sample *Special Print Versions Error Report Form*.

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 tests?
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?

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/Transliterators 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 the use does not invalidate the results from the test administration. Please refer to the tables in [Section E](#) 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 tests. 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 in the regular classroom.

Demographic information precoded for the student. Before the test administration, the student demographic 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 demographic 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 routinely use an eye gaze device, process, or software during daily written work and instruction and for similar tests 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 routinely use an interactive whiteboard during daily written work and instruction and for similar tests may use the same technology during testing. Online tests can be projected onto an interactive whiteboard for a student to access the test. 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 during testing, 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. 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 Tests, and (3) the EOC English II Test.

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 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 through either 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 test 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 an alternate assessment, that requires calculator use, unless otherwise noted.

1. Students may use talking calculators and large key calculators as an *AT Devices* accommodation but 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 but 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 but 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 Annual Testing Program. (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 tests, 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 (TI-Nspire CX CAS and TI-Nspire CAS with touchpad)
- Hewlett-Packard: HP 48GII and all models that begin with HP 40G, HP 49G, or HP 50G
- Casio: Algebra fx 2.0, ClassPad 300, and all 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.

Collecting, Storing, and Processing Test Materials

Transcribing student responses. If the student’s responses are not located 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. 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 test administration guides.

The test administrator must purge any electronic files that include testing materials immediately following the completion of the transcription process.

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.

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 tests?
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 being invalid 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 a discussion about the test results being invalid 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.

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 to ensure the use of the software will not invalidate test results?

Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, and Electronic Braille Notetaker

The *Braille Writer/Braille Paper, Slate and Stylus/Braille Paper*, and *Electronic Braille Notetaker* are accommodations available for specific tests. Please refer to the tables in [Section E](#) for a list of the tests permitting the *Braille Writer/Braille Paper, Slate and Stylus/Braille Paper*, and *Electronic Braille Notetaker* accommodations.

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 tests.

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 demographic 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/Braille Paper, Slate and Stylus/Braille Paper, or Electronic Braille Notetaker* accommodations. 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 Electronic Braille Notetaker* accommodations in the regular classroom. Some students provided the *Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, or 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 to accommodate these students.

Using the *Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, or Electronic Braille Notetaker* accommodations in a separate room. When using the *Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, or Electronic Braille Notetaker* 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 demographic 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 test 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.

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. If a student's responses require the transcriber to transcribe information from a braille format (i.e., student used a braille writer or slate and stylus), 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 test book. 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.

The transcriber must purge any electronic files immediately following the completion of the transcription process.

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 (1) storing and returning original student responses recorded in a manner other than the regular answer sheet (i.e., braille writer, slate and stylus, or electronic braille notetaker) and (2) storing and returning original scribe recordings of student responses if not recorded directly in a test book (e.g., scribe records responses on a separate sheet of paper and transcribes after the testing session). Procedures may vary based on the test.

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 *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 *Electronic Braille Notetaker* accommodations during regular classroom instruction and similar classroom tests?
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 the *Braille Writer/Braille Paper, Slate and Stylus/Braille Paper*, or *Electronic Braille Notetaker* accommodations, has the *Testing in a Separate Room* accommodation been discussed?

Cranmer Abacus

The *Cranmer Abacus* accommodation is available for specific tests. Please refer to the tables in [Section E](#) 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 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 tests.

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.

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.

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 tests?
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)?

Dictation to a Scribe

The *Dictation to a Scribe* accommodation is available for specific tests. Please refer to the tables in [Section E](#) 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 tests.

For paper 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 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.”³

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 his or her 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.

³ Thurlow, M., & Bolt, S. (2001). *Empirical support for accommodations most often allowed in state policy* (Synthesis Report 41). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes, 13. Retrieved December 15, 2002, from the World Wide Web: <http://www.cehd.umn.edu/NCEO/OnlinePubs/Synthesis41.html>.

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

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 test.

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 (1) dictating the letter of the answer choice to the scribe, (2) reading aloud the entire answer choice, or (3) 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. The answer sheet provides each student with the same number of printed lines for recording the responses. It is imperative that the transcribed student responses "fit" on those printed lines because these responses are imaged before scoring. Responses transcribed on added horizontal lines, in a double-stack format, in margins, or on separate sheets of paper will not be scored. This policy ensures equitable opportunities for all students participating in the test administration. The responses for the constructed response questions are scored only for content (i.e., spelling and grammar are not scored).

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 test 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 they must proofread the dictated response(s) themselves. The scribe must allow the student to review the scribed responses 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.

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 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.

The transcriber must purge any electronic files that include test materials immediately following the completion of the transcription process.

End-of-course NC Math 1 and NC Math 3 and end-of-grade mathematics grades 4–8. For transcriptions of gridded response questions for the NC Math 1 and NC Math 3 EOC tests and the EOG mathematics tests at grades 4–8:

- Write only one digit or symbol in each box. Spaces are permitted before or after the answer, but do not leave spaces within the answer. Darken the corresponding circle below each box on the answer sheet.
- Students can enter only the following digits or symbols into the answer box(es):
 - Grades 4–8, NC Math 1, and NC Math 3: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., -, /

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

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

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 storing and returning original scribe recordings of student responses if not recorded directly in a test book or entered directly on a computer for online test administrations (e.g., scribe records

responses on a separate sheet of paper and transcribes after the testing session). Procedures may vary based on the test.

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 tests?
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 (1) saying the letter of the answer choice, (2) reading aloud the entire answer choice, or (3) 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?

Interpreter/Transliterators Signs/Cues Test

The *Interpreter/Transliterators Signs/Cues Test* accommodation is available for specific tests. Please refer to the tables in [Section E](#) for a list of the tests permitting the *Interpreter/Transliterators Signs/Cues Test* accommodation.

North Carolina reading tests. If the *Interpreter/Transliterators 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 measure reading comprehension:

1. BOG3 Reading Test
2. North Carolina EOG Tests of Reading (Grades 3–8)
3. North Carolina EOC Test 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/Transliterators 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 tests.

Each test site must have (1) a test administrator who reads the information aloud (e.g., directions, test questions) and (2) 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 during the review and administration of the test.

The early review of the test by an interpreter or transliterator is only available for paper 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 test 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 tests. 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.

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.

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 tests?
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 another 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?

Magnification Devices

The *Magnification Devices* accommodation is available for specific tests. Please refer to the tables in [Section E](#) 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 tests. 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 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.”⁴

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.

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

⁴Council for Exceptional Children. (2000). *Making assessment accommodations: A toolkit for educators* (p. 49). Reston, VA: Council for Exceptional Children.

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](#) 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 tests.

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.”⁵

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 do not apply to this accommodation (e.g., checking the precoded information [student’s name and other demographic information]).

Example math grids and constructed response boxes. Example math grids and example constructed response boxes are NCDPI-approved supplemental materials permissible only for

⁵ Thurlow, M., & Bolt, S. (2001). Empirical support for accommodations most often allowed in state policy (Synthesis Report 41). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes, 25. Retrieved December 15, 2002, from the World Wide Web: <http://www.cehd.umn.edu/NCEO/OnlinePubs/Synthesis41.html>

students receiving the *Student Marks Answers in Test Book* accommodation for use during a test administration, if applicable. The *Student Marks Answers in Test Book* accommodation allows a student to record responses to test questions directly in the test book during the test administration. Students with this accommodation are not provided an answer sheet during testing. Therefore, in order to provide them with equitable access to the demands of mathematics tests with gridded response questions and tests with constructed response questions, schools may provide these students on the day of testing with a copy of the appropriate example math grid or a copy of the appropriate example response space for recording constructed response questions, or both.

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

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

- [EOG Math Grades 4 and 5](#)
- [EOG Math Grades 6–8](#)
- [EOC NC Math 1 and NC Math 3](#)
- [EOC English II](#)

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

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 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 test administration guides.

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.

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 tests?
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?

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](#) 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 tests.

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 Tests of Reading (Grades 3–8)
3. North Carolina EOC Test of English II

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.

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 tests?

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?

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](#) 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 Tests of Reading (Grades 3–8)
3. North Carolina EOC Test 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 tests.

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 the 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 less content or 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 a human reader typically reads aloud.

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 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 option is not needed for a student, the 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 available *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 test 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 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 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 so as not to 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 tests. 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. The volume cannot be modified through the device 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 the network performance of the school or public school units; therefore, it is imperative that caution be used when scheduling students with this accommodation.

Additional information about this accommodation, including technical requirements, may be found at <http://center.ncsu.edu/nct>.

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.

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

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](#) 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 tests.

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.”⁶

Considerations and Instructions

Scheduling for only one test administration. For students who are required to take only one test (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 test (e.g., EOG reading and mathematics) during a designated testing window, the multiple testing sessions for the first test must begin on the same day as the general test 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 test, the student can continue to work on consecutive school days until the assessment is completed. Once the test is completed, the multiple testing sessions can begin for the next test.

For example, if the student begins mathematics on day one and needs additional days to complete the test, the student can continue working on the mathematics test on day two. If the student completes the mathematics test on day two, the student can begin the reading test on day three.

Please note that every effort must be made to complete the test administration as close to the school’s test schedule as possible to maintain test security. Additionally, students must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.

Scheduling 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

⁶ Council for Exceptional Children. (2000). *Making assessment accommodations: A toolkit for educators* (p. 35). Reston, VA: Council for Exceptional Children.

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 subsequent 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 test 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 test 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 test 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 test 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 to work on calculator inactive questions if they received their calculator and are 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 (NCTest allows students to access previously completed questions when they return from their break.); and
- inform students of this policy and instruct students that they should not discuss specific test questions or information contained in 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.

- **Extended breaks.** When the student takes an extended break, the test administrator clicks the PAUSE button to prevent others from seeing the test questions on the screen and to ensure test materials remain secure. The PAUSE button pauses the test for sixty minutes. If the student is taking a break for longer than sixty minutes, the test administrator should follow the directions for testing over multiple days.
- **Testing over multiple days.** If the student has completed testing for the day (or is taking a break that is longer than sixty minutes), the test administrator must close NCTest by clicking the EXIT button on the Review or Pause page. The Exit Logout screen will pop up for the test administrator to enter his or her username and password to EXIT the test without completing it. The student's responses to test questions will be saved. The test administrator must log back in to NCTest and launch the test again to allow the student to continue working on the test.

The END TEST button on the student's screen should not be clicked if he or she has test sessions remaining. If the END TEST button is clicked, the public school unit test coordinator must RESUME the test in NCTest under the Activity tab for the test before the student can continue.

When the student returns to testing, the test administrator should ensure the test begins at the point the student stopped on the previous test day.

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.

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 tests?
2. What is the current test time and break time for each test? Is the student able to access the test with standard time and scripted breaks?
3. 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.
4. 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.
5. Does the student routinely use the *Multiple Testing Sessions* accommodation during regular classroom instruction and similar classroom tests?
6. Is the student using another accommodation during the administration of the state test that may require the provision of the *Multiple Testing Sessions* accommodation?
7. Should the student be provided the *Testing in a Separate Room* accommodation?
8. 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

The *Scheduled Extended Time* accommodation is available for specific tests. Please refer to the tables in [Section E](#) for a list of the tests permitting the *Scheduled Extended Time* accommodation.

The Annual Testing Program requires all students be allowed ample time to complete the tests. If a student typically requires more time than other students to complete classroom assignments and tests, 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 tests.

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."⁷

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 test 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 test 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 on the scheduled test day. An estimate of the maximum amount of extended time should be documented, to the extent possible, in the student's current IEP or Section 504 Plan. This may be in terms of a multiple of the designated administration time (e.g., 1.5 times the designated administration time) or as a specified amount of time (e.g., 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 provided the *Scheduled Extended Time* accommodation without the additional accommodation of

⁷ Council for Exceptional Children. (2000). *Making assessment accommodations: A toolkit for educators* (p. 34). Reston, VA: Council for Exceptional Children.

Multiple Testing Sessions are expected to have the ability to complete the test in one 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 test 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 to work on calculator inactive questions if they have 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 (NCTest allows students to access previously completed questions when they return from their break.); and
- inform students of this policy and instruct students that they should not discuss specific test questions or information contained in the test with others after they leave the room for breaks or lunch.

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.

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

(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](#) 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 tests.

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 determines 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 tests.

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 test administration guide. The test must be administered as stated for the regular test administration in the test administration guide unless other accommodations that require modified procedures are provided.

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.

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 tests?
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?

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 Annual Testing Program Accommodations Monitoring Plan

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

Desk Monitoring

- Monitoring testing accommodations via student accommodation data collection (e.g., answer sheets, the Online Testing Irregularity Submission System [OTISS], NC Education, Every Child Accountability and Tracking System [ECATS], PowerSchool, and public school unit-approved third-party accommodations management systems.)
- Monitoring local testing plans from randomly selected public school units.

Pre-site Review

- Review of existing data to determine which public school units will receive an on-site visit (to determine additional documentation that will be requested before and on the day of the on-site visit.)
- Review of documentation submitted by the public school unit before the on-site visit.
- Selection of monitoring team members for each on-site visit and their roles. The NCDPI monitoring team will consist of at least two Accountability staff members and members of the Exceptional Children, English as a Second Language, or Section 504 staff.

On-Site Monitoring

- Review of accommodations documentation (i.e., IEPs, Section 504 Plans, EL plans, transitory impairment documentation, *Review of Accommodations Used During Testing* forms) by at least two NCDPI monitoring team members before test administration observations

- Observation of the entire testing day's activities at the school building level
- Observation of testing sessions with accommodations and, if time permits, testing sessions without accommodations
- Review of documentation submitted by the public school unit on the day of the on-site visit
- Interviews with school staff (e.g., school principal or director, school test coordinator, test administrator, proctor, exceptional children teachers, and English as a second language teachers)
- Results and observations from the on-site monitoring visit will not be shared with the school system or school building staff before leaving the site. Written results from the on-site monitoring visits will be sent to the district superintendent within forty-five calendar days of the visit.

State Response and Targeted Assistance

- The NCDPI monitoring team will reconvene after the school visit to discuss the strengths and weaknesses of the processes and procedures observed during the on-site visit.
- A letter summarizing the monitoring activities, findings, recommendations, targeted assistance, required actions, and possible sanctions will be emailed and mailed to the public school unit superintendent or director within forty-five calendar days of the on-site visit. This letter will either indicate that the observation resulted in no concerns and the school will not receive a follow-up observation, or that concerns were observed, and a follow-up visit is needed.
- The letter will also provide any additional information regarding follow-up visits, requirements for the submission of additional documentation for review if necessary, and timelines.

Required Documentation and Procedures for On-site Monitoring Visits. The following information may serve as a guide for public school units in preparing for accommodations monitoring during on-site visits performed by the NCDPI. While much of the information presented in this document is specific to monitoring testing accommodations for state assessments, public school units are reminded that testing accommodations must be routinely used during classroom instruction and on similar classroom tests.

Documentation required before on-site monitoring visit. Public school units must submit the following information to the NCDPI within seven calendar days of the formal request to the district or school test coordinator:

- Electronic copy of the public school unit testing plan* that includes the following:
 - Plan for training test administrators and proctors (if utilized) (e.g., session calendars and agendas, required attendance, roles and responsibilities) to include testing accommodations training (i.e., training sessions on accommodations that have been approved for students with disabilities or students identified as EL to use with specific tests)
 - Guidelines for test security
 - Guidelines for test material handling and storage procedures
 - Guidelines for proper testing environment

- Procedures for documenting the accommodation(s) and the nature of the accommodation(s) each eligible student will receive for each test
- Procedures for self-monitoring test administrations to ensure the district and school-by-school plans for administering tests under secure conditions are implemented appropriately
- Procedures for self-monitoring to ensure all documented accommodations were provided to eligible students and to what extent the accommodations were used by the students during the test administrations
- Policies and procedures for reviewing and processing test materials
- Policies and procedures for repackaging, returning, storing, or recycling test materials
- Policies and procedures for reporting testing irregularities
- Public school unit school testing calendars (i.e., district and school)
- Alignment to the district testing plan and test administration schedules established by the NCDPI and the public school unit test coordinator
- Plan for training test administrators and proctors (if utilized) for administering tests under secure conditions to include accommodations training
- Procedures for documenting the accommodation(s) and the nature of the accommodation(s) each eligible student will receive for each test
- Guidelines for test security
- Guidelines for proper testing environment
- Guidelines for test material handling and storage procedures
- Procedures for self-monitoring test administrations to ensure the system and school-by-school plan for administering tests under secure conditions are implemented appropriately
- Procedures for self-monitoring to ensure all documented accommodations were provided to eligible students and to what extent the accommodations were used by the students during the test administrations
- Policies and procedures for reviewing and processing test materials
- Policies and procedures for returning all test materials
- Policies and procedures for reporting testing irregularities

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

- Schedule of test administrations with and without accommodations for the selected date of the monitoring visit. The schedule must identify the test name and grade level or course, the test administrator’s name, the scheduled proctor’s name, testing room assignment, each student’s name, any required testing accommodations per student, and the type of accommodations documentation per student (e.g., IEP, Section 504 Plan).
- School-day schedule for days of testing (e.g., time teachers arrive, time students arrive, time to begin testing, bell schedule)
- Parking and check-in procedures for visitors
- Staff names and contact information for those who will serve as points of contact (e.g., principal, school test coordinator)

Documentation required on the day of on-site monitoring. Public school units are required to provide the following information to the NCDPI monitoring team on the day of the on-site monitoring visit.

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

Procedures for day of test administration. Public school units should expect the following procedures to be followed by the NCDPI monitoring team on the day of the test administration:

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

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. *Review of Accommodations Used During Testing* forms are not required for PreACT, ACT, or ACT WorkKeys tests.

A portion of the *Review of Accommodations Used During Testing* form is completed before testing during the IEP team or Section 504 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 match 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 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 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. Test administrators must complete the accommodations provided on the Accommodations tab in NC Education for the appropriate test 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,

- (1) the parent, legal guardian, or surrogate parent must be notified immediately and
- (2) a Report of Testing Irregularity available through the OTISS is to be completed.
- (3) 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.
- (4) 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,

- (1) the parent, legal guardian, or surrogate parent must be notified immediately;
- (2) a Report of Testing Irregularity available through the OTISS is to be completed; and
- (3) an investigation must be conducted to determine if the provision of the accommodation does in fact result in a misadministration.
- (4) the public school unit superintendent or director declares a misadministration if necessary, and

- (5) 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, participate in statewide and local testing programs. The alternate assessments were 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 by using a 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 one-hundred and twenty 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

Grade Level	State Test	Alternate Assessment
3	EOG Reading and Mathematics	NCEXTEND1 Reading and Mathematics ¹
4	EOG Reading and Mathematics	NCEXTEND1 Reading and Mathematics ¹
5	EOG Reading, Mathematics, and Science	NCEXTEND1 Reading, Mathematics, and Science ¹
6	EOG Reading and Mathematics	NCEXTEND1 Reading and Mathematics ¹
7	EOG Reading and Mathematics	NCEXTEND1 Reading and Mathematics ¹
8	EOG Reading, Mathematics, and Science	NCEXTEND1 Reading, Mathematics, and Science ¹
9	EOC NC Math 1 ²	NCEXTEND1 administered at grade 10
10	EOC English II, Biology ² , and PreACT	NCEXTEND1 English II, NC Math 1, and Biology ^{1, 3}
		College and Career Readiness Alternate Assessment Grade 10 ⁴
11	ACT	NCEXTEND1 Grade 11 ³
		College and Career Readiness Alternate Assessment Grade 11 ⁴

¹ The 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.

² End-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.

³ At 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.

⁴ The 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.

NCEXTEND1

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 biology, English II, and NC Math 1
- 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 Annual Testing Program.

Administering the NCEXTEND1 Alternate Assessments at Grades 3–8 and 10

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 *NCEXTEND1 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 with the student. 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 afford 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).

Administering the NCEXTEND1 Alternate Assessment at Grade 11

The NCEXTEND1 grade 11 alternate assessment is a paper-based assessment administered individually to each student by an assessor. The assessor receives an assessment guide and an assessor booklet for each student to be assessed. The assessor also receives a test card kit and a selection booklet for the reading portion. The assessor booklet provides the script the assessor is to read when administering the assessment. All test card kits are provided by the Annual Testing Program and may have adaptations made to them when necessary, according to guidelines provided in the assessment guide.

Students are provided up to two opportunities to respond to each question. All questions are administered to all students. The assessor reads the script for each question, uses any corresponding manipulatives as directed in the assessor booklet, and records the student's responses to each question by filling in the appropriate bubble in the assessor booklet for trial 1 and trial 2 as indicated by the instructions in the assessor booklet. Following the test administration, the assessor transcribes each of the student's responses recorded in the relevant assessor's booklet to the appropriate answer sheet.

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 used most appropriately 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 Annual Testing Program. 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 Annual Testing Program 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 was not made big enough).

NCEXTEND1 Website

Additional information about the NCEXTEND1 may be found at <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. Eligible students who are repeating the tenth grade and have no record of a previous CCRAA at Grade 10 may take the test during their second year of tenth grade.

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 Grade 11 score must take the CCRAA during their second year of eleventh grade. 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). 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, it 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 Annual Testing Program.

Test Administration

The CCRAAs at grades 10 and 11 both assess four subject areas. The tests are administered in a specific order: English, math, reading, and science. Students should not stop when they complete the questions for a subject-area section; they are expected to 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*).

Appendixes

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.

Special Print Versions	
<i>Braille Edition</i>	<ol style="list-style-type: none"> 1. Does the student routinely use braille materials during regular classroom instruction and similar classroom tests? 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. Test 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 the appropriate braille editions ordered for the student’s test administrations? 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 <i>Testing in a Separate Room</i> accommodation? 8. Should the student be provided the <i>Scheduled Extended Time</i> accommodation?
<i>Large Print Edition</i>	<ol style="list-style-type: none"> 1. Does the student routinely use large print materials during regular classroom instruction and similar classroom tests? 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 <i>Magnification Devices</i> accommodation? 4. For tests available online, is the large font option more appropriate than the <i>Large Print Edition</i> accommodation? 5. Does the student need the <i>Scheduled Extended Time</i> 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 <i>Special Accommodation Request</i> to be submitted to the Annual Testing Program. 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 the student requires a minimal increase or decrease in font size. If a larger font is required, has the team considered using the

	<p>standard large print edition in conjunction with the <i>Magnification Devices</i> accommodation?</p>
<p><i>One Test Item Per Page Edition</i></p>	<ol style="list-style-type: none"> 1. Does the student routinely use one test item per page materials during regular classroom instruction and similar classroom tests? 2. Does the student have visual-discrimination difficulties? 3. Will the student need the <i>Multiple Testing Sessions</i> 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?

Assistive Technology (AT) Devices and Special Arrangements	
<i>AT Devices</i>	<ol style="list-style-type: none"> 1. Does the student routinely use the AT device during regular classroom instruction and similar classroom tests? 2. If the IEP team or Section 504 committee is considering the use of an AT 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 <i>Valid and Invalid Test Results</i> 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 <i>Valid and Invalid Test Results</i> 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 <i>Special Accommodation Request</i> process to ensure the use of the software will not invalidate test results?
<i>Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, and Electronic Braille Notetaker</i>	<ol style="list-style-type: none"> 1. Does the student routinely use the <i>Braille Writer/Braille Paper, Slate and Stylus/Braille Paper</i>, or the <i>Electronic Braille Notetaker</i> accommodation during regular classroom instruction and similar classroom tests? 2. Will the test administrator have knowledge of applicable braille codes? 3. Should the student be provided the <i>Multiple Testing Sessions</i> accommodation, or the <i>Scheduled Extended Time</i> accommodation, or both? 4. If the student will be provided the <i>Braille Writer/Braille Paper, Slate and Stylus/Braille Paper</i>, or the <i>Electronic Braille Notetaker</i> accommodation, has the <i>Testing in a Separate Room</i> accommodation been discussed?
<i>Cranmer Abacus</i>	<ol style="list-style-type: none"> 1. Does the student routinely use the <i>Cranmer Abacus</i> accommodation during regular classroom instruction and similar classroom tests? 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 AT device)?

<i>Dictation to a Scribe</i>	<ol style="list-style-type: none"> 1. Does the student routinely use the <i>Dictation to a Scribe</i> accommodation during regular classroom instruction and similar classroom tests? 2. If the student can efficiently use a keyboard, should the student use the <i>AT Devices</i> accommodation instead of the <i>Dictation to a Scribe</i> 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 (1) saying the letter of the answer choice, (2) reading aloud the entire answer choice, or (3) pointing to the selected answer choice? 7. If the student will be provided this accommodation, has the <i>Testing in a Separate Room</i> accommodation been discussed?
<i>Interpreter/Transliterator Signs/Cues Test</i>	<ol style="list-style-type: none"> 1. Does the student routinely use the <i>Interpreter/Transliterator Signs/Cues Test</i> accommodation during regular classroom instruction and similar classroom tests? 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 <i>Testing in a Separate Room</i> accommodation been addressed? 5. Does the interpreter or transliterator require a special setup of an extra computer monitor or another visual device to sign or cue for the student? 6. If the IEP team or Section 504 committee is considering the provision of the <i>Interpreter/Transliterator Signs/Cues Test</i> 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?
<i>Magnification Devices</i>	<ol style="list-style-type: none"> 1. Does the student routinely use a magnification device during regular classroom instruction and similar classroom tests? 2. Should the student also be provided the <i>Scheduled Extended Time or Multiple Testing Sessions</i> accommodation?
<i>Student Marks Answers in Test Book</i>	<ol style="list-style-type: none"> 1. Does the student routinely use the <i>Student Marks Answers in Test Book</i> accommodation during regular classroom instruction and similar classroom tests? 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?

<p><i>Student Reads Test Aloud to Self</i></p>	<ol style="list-style-type: none"> 1. Does the student routinely use the <i>Student Reads Test Aloud to Self</i> accommodation during regular classroom instruction and similar classroom tests? 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 <i>Testing in a Separate Room</i> accommodation been discussed?
<p><i>Test Read Aloud (in English)</i></p>	<ol style="list-style-type: none"> 1. Does the student routinely use the <i>Test Read Aloud (in English)</i> accommodation during regular classroom instruction and similar classroom tests? 2. 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? 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 tests? 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 <i>Testing in a Separate Room</i> accommodation been discussed? 10. How does the student feel about being tested in a separate room? 11. If the <i>Testing in a Separate Room</i> 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 <i>Testing in a Separate Room</i> (one-on-one) accommodation. 13. Should the student be provided the <i>Scheduled Extended Time</i> or <i>Multiple Testing Sessions</i> accommodation? 14. For online testing, does the test administrator require a special setup of an extra computer monitor or another 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 <i>Test Read Aloud (in English)</i> 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?

Special Test Environments	
<i>Multiple Testing Sessions</i>	<ol style="list-style-type: none"> 1. Does the student typically require extra time over several days to complete classroom assignments and similar classroom tests? 2. What is the current test time and break time for each test? Is the student able to access the test with standard time and scripted breaks? 3. 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 <i>Scheduled Extended Time</i> should also be documented as an appropriate accommodation. 4. Can the student finish the test within the given time constraints with either more frequent breaks or over multiple days? If so, <i>Scheduled Extended Time</i> should not be documented as an appropriate accommodation. 5. Does the student routinely use the <i>Multiple Testing Sessions</i> accommodation during regular classroom instruction and similar classroom tests? 6. Is the student using another accommodation during the administration of the state test that may require the provision of the <i>Multiple Testing Sessions</i> accommodation? 7. Should the student be provided the <i>Testing in a Separate Room</i> accommodation? 8. Has there been discussion as to how the <i>Multiple Testing Sessions</i> accommodation will be provided to the student during the administration of the state test?
<i>Scheduled Extended Time</i>	<ol style="list-style-type: none"> 1. Does the student typically require extra time to complete classroom assignments and similar classroom tests? 2. Does the student routinely use the <i>Scheduled Extended Time</i> accommodation during regular classroom instruction and similar classroom tests? 3. Is the student being provided another accommodation during the administration of the state test that may require the provision of the <i>Scheduled Extended Time</i> accommodation? 4. Can the student complete the state test with extended time in one day? If not, the <i>Multiple Testing Sessions</i> accommodation should be discussed. 5. Should the student be provided the <i>Testing in a Separate Room</i> accommodation? 6. Has there been discussion as to how the <i>Scheduled Extended Time</i> accommodation will be provided to the student during the administration of the state test?

<p><i>Testing in a Separate Room</i></p>	<ol style="list-style-type: none"> 1. Does the student typically require a separate room to complete classroom assignments and similar classroom tests? 2. Is the student being provided another accommodation during the administration of the state test that may require the provision of the <i>Testing in a Separate Room</i> 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?
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Appendix B: Special Accommodation Request

In rare cases, a student with a disability may require the use of an accommodation to access state tests that is not specified in the *Testing Students with Disabilities Handbook*. In such cases, the following procedure is in place for schools to request a *Special Accommodation Request* from the NCDPI Division of Accountability Services:

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 and be as specific as possible. Additional pages may be attached to the request.
2. 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 and if necessary ask that the request be resubmitted.
3. If the request is valid, complete the electronic version of the *Special Accommodation Request* form located on the NC Education ordering page and submit for review. Do not use a student's name in the description of the accommodation; use "student" instead of the student's actual name.
3. The form must be received by the Division of Accountability Services as soon as possible after the Individualized Education Program (IEP) team or Section 504 committee meeting.

Annual Testing Program Review and Response

1. The Division of Accountability Services will review the submitted request and notify the public school unit via written response whether the use of the special accommodation is approved or denied.

Accommodations used during the administration of North Carolina tests must be used routinely during classroom instruction and similar classroom tests. 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.

Special Accommodation Request			
School Code (6 digits)			
School Name:			
Student Name:			
Student ID Number:			
Assigned Grade Level:			
Testing Accommodation Documentation:	<input type="checkbox"/> Section 504 Plan <input type="checkbox"/> Individualized Education Program (IEP)		
Name of State Test(s):	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <input type="checkbox"/> Beginning-of-Grade 3 <input type="checkbox"/> Read to Achieve <input type="checkbox"/> Grade 3 Portfolio <input type="checkbox"/> Reading NC Check-Ins <input type="checkbox"/> Mathematics NC Check-Ins <input type="checkbox"/> NC Math 1 Check-Ins <input type="checkbox"/> Science NC Check-Ins (Earth) <input type="checkbox"/> Science NC Check-Ins (Life) <input type="checkbox"/> Science NC Check-Ins (Physical) <input type="checkbox"/> Biology NC Check-Ins (Structure) <input type="checkbox"/> Biology NC Check-Ins (Ecosystems) <input type="checkbox"/> Biology NC Check-Ins (Genetics and Evolution) <input type="checkbox"/> Biology NC Check-Ins (Molecular) </td> <td style="vertical-align: top; width: 50%;"> <input type="checkbox"/> End-of-Grade Reading <input type="checkbox"/> End-of-Grade Mathematics <input type="checkbox"/> End-of-Grade Science <input type="checkbox"/> End-of-Course Biology <input type="checkbox"/> End-of-Course English II <input type="checkbox"/> End-of-Course NC Math 1 <input type="checkbox"/> End-of-Course NC Math 3 <input type="checkbox"/> College and Career Readiness <input type="checkbox"/> NCEXTEND1 <input type="checkbox"/> W-APT/Screenener <input type="checkbox"/> ACCESS for ELLs </td> </tr> </table>	<input type="checkbox"/> Beginning-of-Grade 3 <input type="checkbox"/> Read to Achieve <input type="checkbox"/> Grade 3 Portfolio <input type="checkbox"/> Reading NC Check-Ins <input type="checkbox"/> Mathematics NC Check-Ins <input type="checkbox"/> NC Math 1 Check-Ins <input type="checkbox"/> Science NC Check-Ins (Earth) <input type="checkbox"/> Science NC Check-Ins (Life) <input type="checkbox"/> Science NC Check-Ins (Physical) <input type="checkbox"/> Biology NC Check-Ins (Structure) <input type="checkbox"/> Biology NC Check-Ins (Ecosystems) <input type="checkbox"/> Biology NC Check-Ins (Genetics and Evolution) <input type="checkbox"/> Biology NC Check-Ins (Molecular)	<input type="checkbox"/> End-of-Grade Reading <input type="checkbox"/> End-of-Grade Mathematics <input type="checkbox"/> End-of-Grade Science <input type="checkbox"/> End-of-Course Biology <input type="checkbox"/> End-of-Course English II <input type="checkbox"/> End-of-Course NC Math 1 <input type="checkbox"/> End-of-Course NC Math 3 <input type="checkbox"/> College and Career Readiness <input type="checkbox"/> NCEXTEND1 <input type="checkbox"/> W-APT/Screenener <input type="checkbox"/> ACCESS for ELLs
<input type="checkbox"/> Beginning-of-Grade 3 <input type="checkbox"/> Read to Achieve <input type="checkbox"/> Grade 3 Portfolio <input type="checkbox"/> Reading NC Check-Ins <input type="checkbox"/> Mathematics NC Check-Ins <input type="checkbox"/> NC Math 1 Check-Ins <input type="checkbox"/> Science NC Check-Ins (Earth) <input type="checkbox"/> Science NC Check-Ins (Life) <input type="checkbox"/> Science NC Check-Ins (Physical) <input type="checkbox"/> Biology NC Check-Ins (Structure) <input type="checkbox"/> Biology NC Check-Ins (Ecosystems) <input type="checkbox"/> Biology NC Check-Ins (Genetics and Evolution) <input type="checkbox"/> Biology NC Check-Ins (Molecular)	<input type="checkbox"/> End-of-Grade Reading <input type="checkbox"/> End-of-Grade Mathematics <input type="checkbox"/> End-of-Grade Science <input type="checkbox"/> End-of-Course Biology <input type="checkbox"/> End-of-Course English II <input type="checkbox"/> End-of-Course NC Math 1 <input type="checkbox"/> End-of-Course NC Math 3 <input type="checkbox"/> College and Career Readiness <input type="checkbox"/> NCEXTEND1 <input type="checkbox"/> W-APT/Screenener <input type="checkbox"/> ACCESS for ELLs		
First Test Date mm/dd/yyyy			
Specify the Accommodation (2–3 words):			

<p>Describe <u>in detail</u> how the accommodation will be used during the test administration.</p>	
<p>Explain <u>in detail</u> the reason(s) the accommodations available in the state accommodations publications are not appropriate for the student.</p>	
<p>Explain <u>in detail</u> 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.</p>	
<p style="text-align: center;">Enter Braille Options Here</p> <p> <input type="checkbox"/> EBAE <input type="checkbox"/> Uncontracted <input type="checkbox"/> Embedded with Nemeth <input type="checkbox"/> UEB <input type="checkbox"/> Contracted <input type="checkbox"/> Other (Other Braille editions not specified above, list specifications here): <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 5px;"></div> </p>	

Exceptional Children Teacher’s Signature

Date

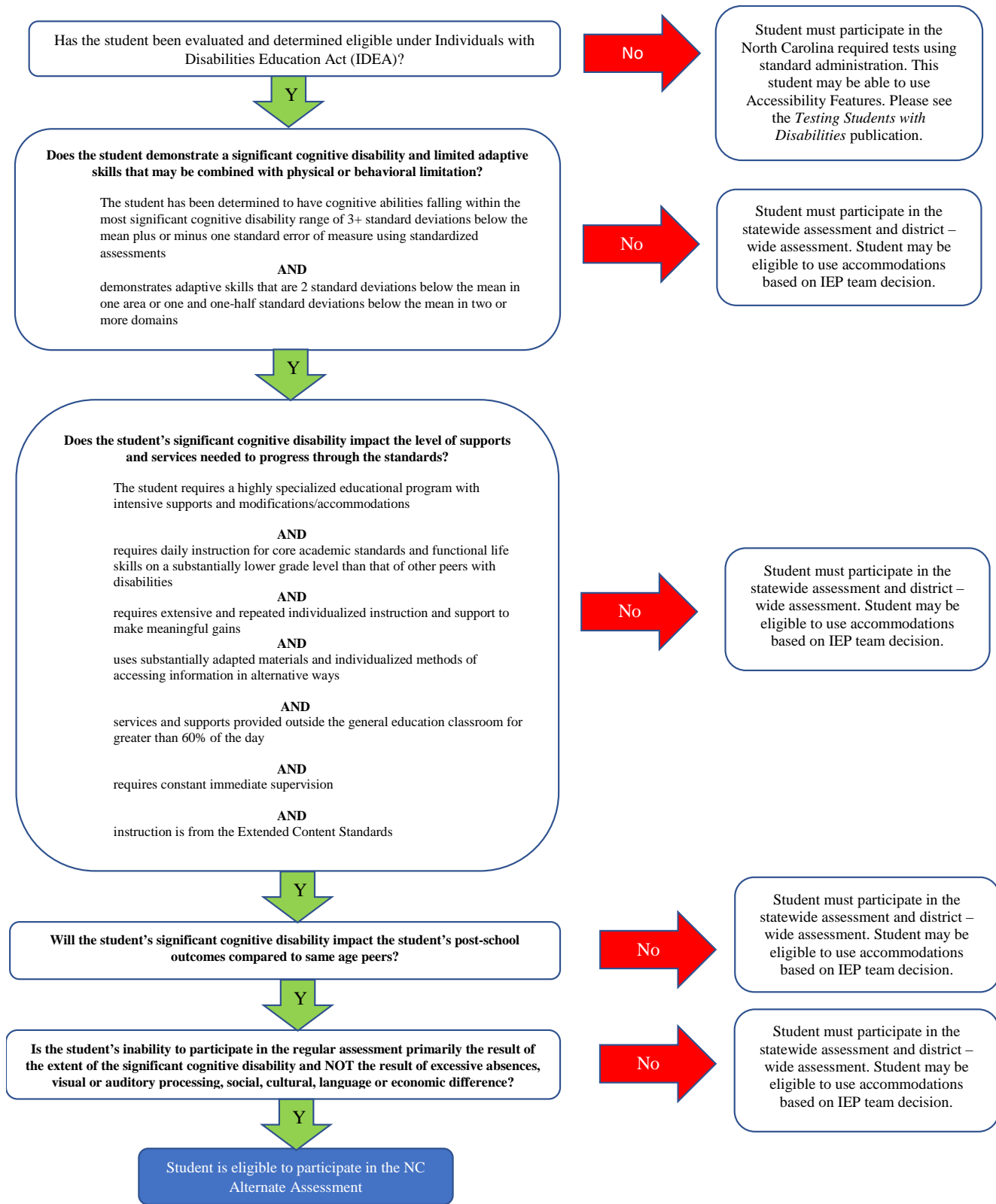
Principal’s Signature

Date

Public School Unit Test Coordinator’s Signature

Date

Appendix C: North Carolina Alternate Assessment Decision Making Flow Chart



Appendix D: Testing Accommodations: Logistics Planning Checklist¹

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).

ACCOMMODATIONS THROUGHOUT THE ACADEMIC YEAR		Y	N	NA
1.	Accommodations are documented in student's IEP or Section 504 Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Student uses accommodations regularly and evaluates use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	A master accommodations plan or database listing assessment accommodation needs for all tested students is updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PREPARATION FOR TEST DAY		Y	N	NA
4.	Special test editions are ordered for individual students based on information contained in a master accommodations plan (e.g., braille, large print).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Trained readers, scribes, and sign language interpreters are arranged for individual students (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Special equipment is arranged and checked for correct operation (e.g., calculator, word processor).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACCOMMODATIONS ON THE DAY OF THE TEST		Y	N	NA
9.	Accommodations are documented on the student's IEP or Section 504 Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Student uses accommodations regularly and evaluates use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	A master accommodations plan or database listing assessment accommodation needs for all tested students is updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CONSIDERATION AFTER THE DAY OF THE TEST		Y	N	NA
12.	Responses are transcribed to scannable answer sheets for students using <i>Student Marks Answers in Test Book</i> , <i>AT Devices</i> , <i>Dictation to a Scribe</i> , and other accommodations in which the student does not record his or her answers on the regular answer document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	All equipment is returned to appropriate locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Students who take makeup tests receive needed accommodations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Effectiveness of accommodations use is evaluated by test administrators and students, and plans are made for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹Sandra J. Thompson, et al., *Accommodations Manual: How To Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities* (Washington, DC: Council of Chief State School Officers, 2005) 53.

Appendix E: Sample—Review of Accommodations Used During Testing

Review of Accommodations Used During Testing

Student Name		<p>Complete one form per test. Before testing, complete the top of the form and Column 1. During/after testing, complete Column 2. Completed forms should be kept in the student's Individualized Education Program (IEP) folder and/or Section 504/English Learner (EL)/transitory impairment documentation to be accessible for future reference. While the list below includes all state-approved accommodations, some do not apply to students identified solely as ELs. Testing accommodations should be consistent with the accommodations used routinely during classroom instruction and on similar classroom assessments.</p> <p><input type="checkbox"/> Regular Administration <input type="checkbox"/> Other Administration</p>
PowerSchool ID		
Case Manager		
Choose one of the following plans (according to order of accommodations documentation).	<input type="checkbox"/> IEP <input type="checkbox"/> Section 504 Plan <input type="checkbox"/> EL Plan <input type="checkbox"/> Transitory Impairment Documentation	
Dates of Plan	Start Date: End Date:	
Test	<input type="checkbox"/> BOG3 <input type="checkbox"/> EOG <input type="checkbox"/> EOC <input type="checkbox"/> CCRAA <input type="checkbox"/> CTE <input type="checkbox"/> ACCESS for ELLs <input type="checkbox"/> Alternate ACCESS for ELLs	
Subject/Subtest		
School		
Grade		
Test Date		
Test Administrator		

Column 1: To Be Completed before Testing	Column 2: To Be Completed during/after Testing
Check the required accommodations documented on the student's IEP/Section 504 Plan/EL Plan/Transitory Impairment Documentation.	Was this accommodation provided to the student during testing? Describe the specific details of how this accommodation was provided to the student. Did the student use the accommodation? If yes, how did he/she use it?

<input type="checkbox"/> Braille Edition Specify:		
<input type="checkbox"/> Large Print Edition		
<input type="checkbox"/> One Test Item Per Page Edition		
<input type="checkbox"/> Assistive Technology Devices Specify:		
<input type="checkbox"/> Braille Writer/Braille Paper		
<input type="checkbox"/> Electronic Braille Notetaker		
<input type="checkbox"/> Slate and Stylus/Braille Paper		
<input type="checkbox"/> Cranmer Abacus		
<input type="checkbox"/> Dictation to a Scribe		
<input type="checkbox"/> Interpreter/Transliterater Signs/Cues Test		
<input type="checkbox"/> Magnification Devices		
<input type="checkbox"/> Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (EL only)		
<input type="checkbox"/> Student Marks Answers in Test Book		
<input type="checkbox"/> Student Reads Test Aloud to Self		
<input type="checkbox"/> Test Read Aloud (In English) Specify:		
<input type="checkbox"/> Multiple Testing Sessions Specify:		
<input type="checkbox"/> Scheduled Extended Time Amount:		
<input type="checkbox"/> Testing in a Separate Room Specify:		
<input type="checkbox"/> Special NCDPI-Approved Accommodation(s) Specify:		

Printed name of person completing this portion of the form:	Printed name of person completing this portion of the form:
Signature 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-schools/testing-and-school-accountability/testing-policy-and-operations/testing-accommodations>.

Appendix F: Sample—Review of Accommodations Used During NCEXTEND1 Testing

Review of Accommodations Used During NCEXTEND1 Testing

Student Name		Complete one form per test. Before testing, complete the top of the form and Column 1. During/after testing, complete Column 2. Completed forms should be kept in the student's Individualized Education Program (IEP) folder to be accessible for future reference. Testing accommodations for the NCEXTEND1 should be consistent with the accommodations used routinely during classroom instruction and on similar classroom assessments.
PowerSchool ID		
Case Manager		
Check if EC student is also identified as EL	<input type="checkbox"/> English Learner (EL)	
Dates of Plan	Start Date: End Date:	
Test	NCEXTEND1	<input type="checkbox"/> Regular Administration <input type="checkbox"/> Other Administration
Subject		School Grade Test Date Assessor

Column 1: To Be Completed before Testing	Column 2: To Be Completed during/after Testing
Check the required accommodations documented on the student's IEP.	Was this accommodation provided to the student during testing? Describe the specific details of how this accommodation was provided to the student. Did the student use the accommodation? If yes, how did he/she use it?

<input type="checkbox"/> Braille Materials		
<input type="checkbox"/> Braille Writer/Braille paper		
<input type="checkbox"/> Large Print Materials		
<input type="checkbox"/> Assistive Technology Devices Specify:		
<input type="checkbox"/> Interpreter/Transliterators/Signs/Cues Test		
<input type="checkbox"/> Magnification Devices		
<input type="checkbox"/> Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (EL only)		
<input type="checkbox"/> Test Read Aloud (In English) Specify:		
<input type="checkbox"/> Multiple Testing Sessions Specify:		
<input type="checkbox"/> Testing in a Separate Room		
<input type="checkbox"/> Adaptations to NCDPI-provided manipulatives, such as raised lines, enlarged text/pictures, placement of pictures on information boards, and use of student-specific symbols		
<input type="checkbox"/> Special NCDPI-Approved Accommodation(s) Specify:		

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:

This form is available in electronic format at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-accommodations>.

Appendix G: Sample—Special Print Versions Error Report Form

Special Print Versions Error Report Form

Annual Testing Program

Check One:

- Braille
- Large Print
- Large Print – One Test Item Per Page
- One Test Item Per Page
- Other – Please specify _____

The following information must be completed for each form submitted:

Public School Unit Number: _____ Test Information
 Public School Unit Name: _____ Test Name: _____
 School Name: _____ Test Form Letter: _____
 Test Administrator Name: _____ Test Form Number: _____
 Test Administration Date: _____

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).

Page Number*	Item Number	Description	Potential Error(s)	
			Proofer Notes	NCDPI Notes
				SA <input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>

* Please list page number in accommodated test book

Annual Testing Program

Published July 2021

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

Stock No. 23187

Appendix H: List of Abbreviations and Acronyms

The following list includes many, but not all, of the terms commonly used when testing students with disabilities.

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

Appendix I: Testing Code of Ethics

Introduction to the Testing Code of Ethics

In North Carolina, standardized testing is an integral part of the educational experience of all students. When properly administered and interpreted, test results provide an independent, uniform source of reliable and valid information, which enables:

- *students* to know the extent to which they have mastered expected knowledge and skills and how they compare to others;
- *parents* to know if their children are acquiring the knowledge and skills needed to succeed in a highly competitive job market;
- *teachers* to know if their students have mastered grade or course-level knowledge and skills in the curriculum and, if not, what weaknesses need to be addressed;
- *community leaders and lawmakers* to know if students in North Carolina schools are improving their performance over time and how the students compare with students from other states or the nation; and
- *citizens* to assess the performance of the public schools.

In order to achieve those objectives, teachers and administrators must conduct testing in a fair and ethical manner, which includes:

Security

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

Preparation

- teaching the tested curriculum and test-preparation skills
- training staff in appropriate testing practices and procedures
- providing an appropriate atmosphere

Administration

- developing a local policy for the implementation of fair and ethical testing practices and for resolving questions concerning those practices
- assuring all students who should be tested are tested
- utilizing tests which are developmentally appropriate
- utilizing tests only for the purposes for which they were designed

Scoring, Analysis, and Reporting

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

Standardized test scores are only one of the many indicators of how well the student is learning. Test scores should be used in conjunction with all other available information about a student to understand student progress and improve student learning. When administering tests, school administrators and teachers must comply with applicable statutes, rules and policies. In particular, administrators and teachers must comply with the *Testing Code of Ethics* (16 N.C. Admin. Code 6D .0311), which is printed on the following page.

Testing Code of Ethics

- (a) This Rule sets out the administrative testing procedures and testing code of ethics and shall apply to all public school employees, including charter school and regional school employees, who are involved in the state testing program.
- (b) The superintendent/charter school director or superintendent's/charter school director's designee shall develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher.
- (c) The superintendent/charter school director or superintendent's/charter school director's designee shall instruct personnel who are responsible for the testing program in testing administration procedures. This instruction shall include test administrations that require testing accommodations and shall emphasize the need to follow the directions outlined by the test publisher.
- (d) The superintendent/charter school director or superintendent's/charter school director's designee shall designate the personnel who are authorized to have access to secure test materials. "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items.
 - (1) Persons who have access to secure test materials shall not use those materials for personal gain.
 - (2) No person may copy, reproduce, or paraphrase in any manner or for any reason the test materials without the express written consent of the test publisher.
- (e) The principal shall ensure test security within the school building.
 - (1) The principal shall store test materials in a secure, locked facility. The principal shall allow test materials to be distributed immediately before the test administration.
- (f) Any breach of security, loss of materials, failure to account for materials, or any other deviation from required security procedures shall be reported immediately to the principal, school test coordinator, school system (LEA) test coordinator, superintendent/charter school director, and regional accountability coordinator.
- (g) Preparation for testing.
 - (1) The superintendent/charter school director shall ensure that school system (LEA) test coordinators:
 - (A) secure necessary materials;
 - (B) plan and implement training for school test coordinators, test administrators, and proctors;
 - (C) ensure each school test coordinator and test administrator is trained before each test administration on the policies and procedures for conducting a proper test administration and for processing and returning test materials; and
 - (D) in conjunction with program administrators, ensure the need for test accommodations is documented and that accommodations are limited to the specific need.
 - (2) The principal or the principal's designee shall serve as school test coordinator.
 - (3) The principal shall ensure the school test coordinator:
 - (A) maintains test security and accountability of test materials;
 - (1) Before each test administration, the school test coordinator shall accurately count and distribute test materials.
 - (2) Immediately after each test administration, the school test coordinator shall collect, count, and return all test materials to the secure, locked storage facility.

- (B) establishes any needed school policies and procedures to assure all eligible students are tested fairly;
 - (C) identifies and trains personnel, proctors, and backup personnel for test administrations; and
 - (D) encourages a positive atmosphere for testing.
- (4) Test administrators shall be school personnel who have professional training in education and the state testing program.
- (5) Teachers shall provide instruction that meets or exceeds the state-adopted curriculum standards to meet the needs of the specific students in the class. Teachers may help students improve test-taking skills by:
- (A) helping students become familiar with test formats using curricular content;
 - (B) teaching students test-taking strategies and providing practice sessions;
 - (C) helping students learn ways of preparing to take tests; and
 - (D) using resource materials such as test questions from test item banks and linking documents in instruction and test preparation.
- (h) With respect to test administration.
- (1) The superintendent/charter school director or superintendent's/charter school director's designee shall:
- (A) assure each school establishes procedures to ensure all test administrators comply with test publisher guidelines;
 - (B) inform the local board of education of any breach of this code of ethics; and
 - (C) inform school system (LEA) test coordinators and principals of their responsibilities.
- (2) The school test coordinator shall:
- (A) assure school personnel know the content of state and local testing policies;
 - (B) implement the school system and local testing policies and procedures to assure all eligible students are tested fairly;
 - (C) ensure trained proctors are assigned to test administrations by the principal; and
 - (D) ensure all testing irregularities are reported to the school system (LEA) test coordinator.
- (3) Test administrators shall:
- (A) administer tests according to the directions in the assessment guide and any subsequent updates developed by the test publisher;
 - (B) administer tests to all eligible students;
 - (C) report all testing irregularities to the school test coordinator; and
 - (D) provide a positive test-taking environment.
- (4) Proctors shall serve as additional monitors to help the test administrator assure that testing occurs fairly.
- (i) Scoring. The school system test coordinator shall:
- (1) ensure each test is scored according to the procedures and guidelines defined for the test by the test publisher;
 - (2) maintain quality control during the entire scoring process, which consists of handling and editing documents, scanning answer documents, and producing electronic files and reports. Quality control shall address at a minimum accuracy and scoring consistency.
 - (3) maintain security of tests and data files at all times, including:
 - (A) protecting the confidentiality of students at all times when publicizing test results; and
 - (B) maintaining test security of answer keys and item-specific scoring rubrics.

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

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

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