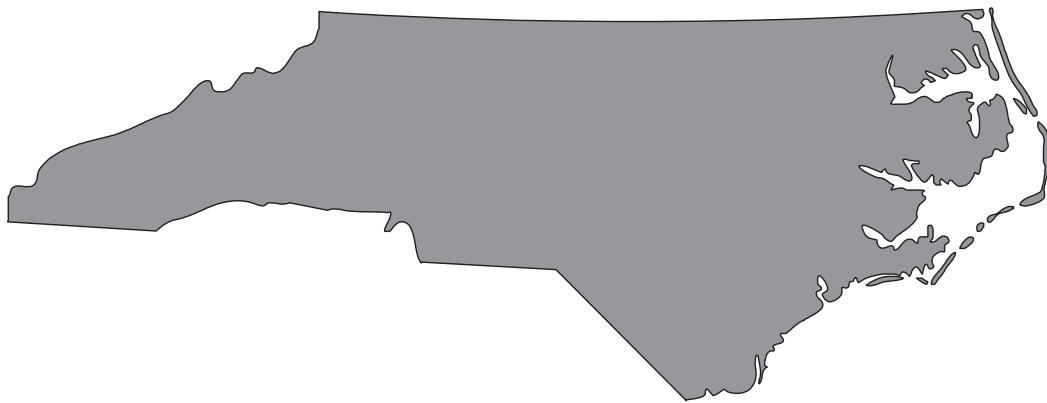




Online

North Carolina READY End-of-Course Assessment

Assessment Guide



**Biology
English II
NC Math 1**

2016–17



Office of the Deputy State Superintendent
Division of Accountability Services

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General Information

2016–17 End-of-Course Online Assessments



For the 2016–17 school year, the following North Carolina READY End-of-Course (EOC) assessments are available for online administrations:

- Biology
- English II (required online administration)
- NC Math 1

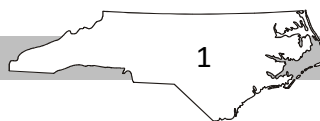
Online administrations of the English II EOC are required through NCTest. If local education agencies (LEAs) or charter schools do not have the technology capability to support administering the aforementioned online assessment to students, a letter indicating the reason(s) for the hardship must be submitted to the Director of Accountability Services. Paper-and-pencil versions of all online assessments are available, but the North Carolina Department of Public Instruction (NCDPI) encourages districts/schools to continue to move toward online assessments as much as their local technical infrastructure will allow.

Online Assessment Format



Online assessments are presented through a secure platform (e.g., NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App with required security measures). All test items are formatted specifically for online presentation and presented on the screen one test item at a time. Online assessments provide a toolbar at the top of the screen that includes the following options: Reset, Flag, Strike, Highlight, Unhighlight, Clear Highlight, and Help. Navigation buttons (i.e., First, Back, Pause, Next, and Review) are located at the bottom of the screen. Scroll bars appear on test items as needed, based on the length of the test item or font size.

Online assessments are available to all students in regular or large font and in alternate background colors; however, the NCDPI recommends these options be considered only for students who routinely use similar tools (e.g., color acetate overlays, colored background paper, and large print text) in the classroom. It is recommended that students be given the opportunity to view the large font and/or alternate background color versions of the online tutorial and released forms of the assessment (with the device to be used on test day) to determine which mode of administration is appropriate. Students with the documented accommodation *Computer Reads Test Aloud—Student Controlled* have access to audio files of item content for all online assessments except those that measure reading skills (i.e., English II).



Eligible Students

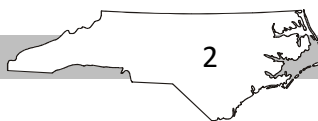


According to State Board of Education (SBE) policy GCS-C-003, students who are enrolled for credit in courses in which EOC assessments are required shall take the appropriate EOC assessment at the completion of the course. Students may drop a course with an EOC assessment within the first 10 days of enrollment in a semester/4x4 course or within the first 20 days of enrollment in a traditional yearlong course. Students who are enrolled for credit after the 10/20 days, regardless of course delivery (e.g., traditional classroom, NC Virtual Public School, vendor-based online), must participate in the appropriate EOC assessment (i.e., EOC general assessment with or without accommodations). Each student must take the appropriate EOC assessment the first time he/she takes the course, even if the course is an Advanced Placement (AP) or International Baccalaureate (IB) course. Students who are exempt from final exams by local board of education policy are not exempt from EOC assessments. Students who are identified as failing a course for which an EOC assessment is required must take the appropriate EOC assessment.

Students Identified as English Learners (ELs) First Year Exempt: Students identified as ELs who score below Level 4.0 Expanding on the reading subtest of the WIDA ACCESS Placement Test (W-APT™) and are in their first year in U.S. schools are not eligible to be assessed on the English II EOC assessment. These students are required to participate in the administration of the NC Math 1 and the Biology EOC assessments if enrolled in courses that require the administration of these assessments. EOC scores (i.e., NC Math 1 and Biology) obtained by these students will not be used in status, growth, or progress calculations for accountability purposes.

Students Enrolled for Credit in Courses in Which EOC Assessments Are Required and Have a Proficient EOC Test Score: Students who are enrolled in courses that require the administration of the EOC assessment and have obtained a proficient score previously on the EOC test may use the proficient score as at least 20 percent of their final grade, or they may elect to take the appropriate EOC assessment at the completion of the course. (Students following the Occupational Course of Study [OCS] are not required to use the EOC test score as at least 20 percent of their final grade.)

Students Enrolled for Credit in Courses in Which EOC Assessments Are Required but Do Not Have a Proficient Test Score: Students who are enrolled in courses that require the administration of the EOC assessment but have not obtained a proficient score on the EOC assessment before 2016–17 must take the appropriate EOC assessment at the completion of the course. The score must be used as at least 20 percent of the students' final grades with the exception of students following the Occupational Course of Study.



Students Enrolled in Credit Recovery Courses: Students enrolled in credit recovery courses may be administered the appropriate EOC assessment no later than 30 days upon completion of the course.

Advanced Placement (AP) Biology, International Baccalaureate (IB) Biology, Biology II, and General Biology II Courses: Students enrolled in AP Biology, IB Biology, Biology II, and General Biology II courses must be administered the Biology EOC assessment at the completion of the course with the exception of students who have (1) previously obtained a test score from the EOC assessment or (2) transferred from out of state or from a nonpublic school and the principal authorized course credit as having participated in the assessment by recording the appropriate reason code in PowerSchool.

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

For additional information regarding course codes that require the administration of an EOC assessment, including those for students repeating a course for credit or taking credit-recovery courses, visit the following website: <http://www.ncpublicschools.org/accountability/testing/eoc/>.

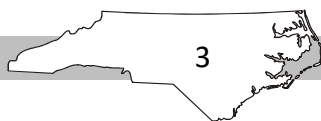
Testing Window



Test administrators must administer the secure NCDPI-designated form(s) of the EOC assessment during the last five (5) days (4x4/semester courses/summer school) or the last ten (10) days (traditional yearlong schedule) of the instructional period. For school systems that were required to adjust their school schedules because of adverse weather conditions or other emergencies, the testing schedule should be adjusted to fall within the final five (5) days (4x4/semester) or the last ten (10) days (yearlong) of the adjusted school year.

Per G.S. §115C-174.12 (a)(4), the following exceptions may be permitted to allow testing of a student outside the five-day (semester) and/or ten-day (year-long) testing window, including makeup dates:

- Exceptions may be permitted to accommodate a student's IEP or Section 504 Plan.
- Exceptions may be permitted in *rare* cases in which special circumstances (e.g., family emergency, family relocation) may exist



and preclude an individual student from being tested during a state testing window, including makeup dates.

If these circumstances apply, schools may request to administer the assessment to the student outside the testing window. All requests must be approved by the Division of Accountability Services/North Carolina Testing Program.

Makeup Testing



It is important that LEAs and charter schools do their best to comply with the five- or ten-day testing window, but it is equally important that all eligible students are tested and decisions are made in the best interest of the students based on the conditions at the time (e.g., absence because of illness or family emergency). The 95 percent-participation-rule requirements remain in effect, and it is the expectation that all students be tested. There are no appeals for exclusion from participation.

For the purpose of makeup testing, students who are absent (i.e., not present) during the five- or ten-day testing window, including scheduled makeup days, must be allowed to take the test. Testing for makeups is permissible after the window closes; it is also permissible to do makeup testing on noninstructional days. Makeup sessions scheduled after the testing window closes should occur within ten (10) working days from the date of the original test administration for each test. The count for makeup days for each test begins with the first working day after the administration date of each test.

The LEA/charter school test coordinator will specify how makeup assessments will be handled at the school and will schedule the dates and times for completing makeup assessments in each school.

Online Testing Schedule




The following policies and procedures must be considered when scheduling EOC online testing sessions:

- Online assessments may be administered as early in the school day as the school schedule permits; however, afternoon administrations are also permissible.
- Schools may elect to administer two assessments in one day. However, caution must be taken when scheduling such testing to ensure that students are allowed to eat lunch during the school day and to travel home at their regularly scheduled time.

- For best practices, the North Carolina Testing Program strongly recommends schools schedule each online assessment within the school day for the maximum time allowed without interfering with lunch or bus schedules. All students, including students with the *Scheduled Extended Time* accommodation, must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.
- Students receiving the *Computer Reads Test Aloud—Student Controlled* accommodation for Biology and/or NC Math 1 must also receive the *Testing in a Separate Room* accommodation (one-on-one) unless using headphones.

Estimated Test Administration Time and Number of Items




The estimated test administration time is the amount of time that the NCDPI estimates it will take for nearly all students to complete the assessment. The NCDPI requires all students participating in the Biology, English II, and NC Math 1 assessments be allowed ample opportunity to complete the assessments. As long as students are engaged and working and the maximum time allowed (i.e., four hours) has not been reached, they must be given time to complete the assessments. The test administrator must consult with the school test coordinator for the procedure to follow in providing additional time to students who need time beyond that scheduled to complete the assessments. Refer to the following charts for the estimated test administration times and number of respective items.

Biology Administration	Estimated Time (Minutes)	Maximum Time Allowed (Minutes)	Number of Items
Biology Online Assessment	150		75
2 Two-Minute Breaks	4		
General Instructions	12		
Total	166	240	75

English II Administration	Estimated Time (Minutes)	Maximum Time Allowed (Minutes)	Number of Items
English II Online Assessment	150		68
2 Two-Minute Breaks	4		
General Instructions	12		
Total	166	240	68

NC Math 1 Administration	Estimated Time (Minutes)	Maximum Time Allowed (Minutes)	Number of Items
NC Math 1 Online Assessment	180		60
2 Two-Minute Breaks	4		
General Instructions	12		
Total	196	240	60

Maximum Testing Time Allowed

 The NCDPI requires all students be allowed ample opportunity to complete required tests. However, no administration of the North Carolina READY EOC Online Assessments of Biology, English II, or NC Math 1 may exceed the maximum testing time of four hours (except for those involving students with documented special needs requiring accommodations such as *Scheduled Extended Time*). The maximum testing time allowed does not include time for general instructions or breaks.

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

Test administrators must consult with the school test coordinator for the procedure to follow in providing additional time to students to complete the assessments.

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

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

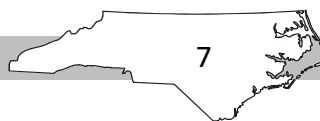
the room for lunch. During lunch, students must not be allowed to discuss specific test questions or information contained within the test. Test administrators must inform students of this policy before students leave the testing area.

Students who need more than the estimated time to complete the assessment must continue to be provided a two-minute break every sixty (60) minutes. During breaks, the online items must not be visible to students. Students must click the PAUSE button at the beginning of the break. The test administrator must not allow students to talk during breaks. Five minutes before the maximum time allowed is over, the test administrator must alert students they have five minutes remaining.

Information about Assessment Items



The EOC Online Assessments of Biology, English II, and NC Math 1 each contain a small portion of experimental (field test) items, which do not count toward or against a student's score. These items are used for multiple purposes, including, but not limited to, linking between curriculum cycles, examining across-grade performance, and examining items for inclusion on future operational assessments. These items are indistinguishable from operational items and should not interfere with the student's test-taking experience.



Before Test Day

Prepare for and Attend Training



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

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

- holds a valid North Carolina educator's license;
- passes a criminal history check, as defined in G.S. §115C-332(a)(1), that is performed at the school;
- is trained on test administration in accordance with the North Carolina Testing Program; and
- signs a test security agreement and understands the sanctions for testing violations. (The signed test security agreement must be kept on file at the school.)

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

Test administrators shall

- prepare for and attend test administrator training session(s) each testing cycle before administering any secure state assessment;
- read and sign a Test Security Agreement (provided by the school test coordinator) at the conclusion of every test administration training session (All signed Test Security Agreements must be kept on file with the school test coordinator.);
- read this guide thoroughly;
- complete the Online Assessment Tutorial for the associated assessment;
- review the student directions (script) and be prepared for the variations required by the testing conditions; and
- review Appendix B: Addressing Technical Issues.

On a day before each test administration, all test administrators must be trained in test security and testing procedures. The school system or school test coordinator will schedule and conduct the training session. Test administrators should read this guide thoroughly before attending the training session and take it to the training session so it can be referred to as needed. Test administrators should make note of any questions regarding their responsibilities.

To be made aware of appropriate use of accommodations, a test administrator who will be conducting test administrations with accommodations must also be trained by the school system test coordinator or designee in the provision of the specified accommodations before the test administration. See Appendix A1 for a list of approved testing accommodations.

Read and Study the *Testing Code of Ethics*



Before test day, the test administrator must

- read and study the North Carolina *Testing Code of Ethics*, and
- discuss the *Testing Code of Ethics* and its sanctions during the test administration training.

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

Read and Follow Test Security Procedures



Test security procedures must be studied and discussed during test administration training.

Copying Secure Test Materials

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

Classroom Instruction and/or Study Guides

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

Displays

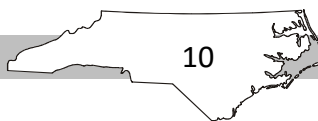
- Displaying information that contains content being measured or test-taking strategies (e.g., “Tips for Taking Tests,” displays, word lists, word walls, definitions, writing formulas, multiplication tables, number lines, mathematical formulas/theorems) in any manner or form in the room during a test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

Testing Environment

- All rooms designated for testing, including rooms to which students may be relocated, must be quiet, orderly, comfortable, with adequate seating, lighting, and heating/cooling.
- Each student must have enough space in which to work.
- Seating must be arranged to discourage students from sharing responses.

Accounting for and Storing Test Materials

- The test administrator must count and record the number of secure test materials and supplemental materials
 - when the materials are first received,
 - before the distribution of materials to students,
 - after the test administration, and
 - when the materials are returned to the school test coordinator.
- The test administrator must immediately report any discrepancies in the counts to the school test coordinator/principal.
- Computers/tablets that are either open to display the students’ Start screens or test material or are paused must **not** be left unattended by the test administrator at any time.



- Ensure any information from the online test saved or cached on any network appliance or computer is purged or deleted immediately following the completion of the test administration session.
- Immediately following the test administration, the test administrator must return all testing materials to the school test coordinator according to the directions specified in this *Assessment Guide*.
- The school test coordinator shall collect, count, and return all test materials to the secure, locked facility.

Access to Secure Tests

- Access to the assessments shall be limited to school personnel who have a legitimate need.
- NC Education usernames and passwords must remain secure and must not be shared or compromised.
- School personnel must not disclose the contents of secure tests, nor discuss with others any of the test items or information contained within the tests, or write about them on the Internet or on social media sites.
- Visitors to the classroom are prohibited during the test administration except when required for state or local monitoring of test administrations or under extreme circumstances (i.e., emergency situations).

Read Aloud or Signing/Cueing Administrations

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

Proctors

A trained proctor should be assigned and present for each test administration regardless of the number of students tested.

- Proctors may **not** assist students in choosing responses to test questions and shall not, at any time, modify, change, alter, or tamper with student responses to test questions.
- At no time shall proctors be alone with secure test materials.
- At no time shall proctors be responsible for reading directions or test questions, or otherwise providing information for the test administration to students.



- Proctors must not pick up test materials from or return test materials to the school test coordinator at the beginning or the end of testing unless accompanied by the appropriate school personnel.

The proctor assigned can be either (1) a one-on-one, full-time proctor (i.e., one proctor assisting one test administrator in a single testing room) or (2) a roving proctor (e.g., one proctor assisting up to three test administrators in three testing rooms).

Several conditions should apply when using the roving proctor option:

- Roving proctors must be trained before each test administration.
- Roving proctors should be responsible for no more than three (3) centrally located classrooms.
- There should not be more than 30 students in any testing class or group. Testing rooms with over 30 students should have a one-on-one, full-time proctor.
- The makeup of test groups that will be monitored by a roving proctor must be considered. For example, a small group of students who are easily distracted might not be the best test group for a roving proctor.
- Students must be informed before the day of the test administration that a roving proctor will be coming into and out of the testing room to monitor their test administration.
- The LEA/charter school test coordinator must specify the logistics for roving, such as the room assignments, the time spent monitoring in each testing room, and whether the testing room door is to be left open or closed during the testing session.
 - When scheduling roving proctors' time, test coordinators must ensure that equal time is provided to all rooms being monitored. The last room monitored should not remain without a proctor for too long. For example, if the roving proctor is assigned to three rooms and is instructed to move every 30 minutes, the last room will not have a proctor until after an hour of testing has passed. A better scenario would be to have the roving proctor start with five minutes in room 1, go to room 2 for five minutes, move to room 3 for five minutes, and then repeat the process.

Ideally, every test administration should have a proctor present, and it is most preferred when test administrations exceed 30 students. If, after working with the Regional Accountability Coordinator (RAC) and

exhausting **all** options, it is not possible to provide either a one-on-one or roving proctor for every test setting, LEAs/charter schools must complete and submit a *Proctor Hardship Notification Form* (provided by the NCDPI) to the RAC. This form serves two purposes: (1) to document which districts/charters utilize this option and (2) to have their written assurance that the districts/charters assume responsibility for test security.

Prepare the Testing Environment



Test administrators must prepare appropriate physical conditions for testing rooms. All testing rooms, including those to which students may be relocated, must also be prepared in the following manner:

- Cover or remove bulletin boards and/or instructional displays that contain content being measured or test-taking strategies.
- Cover or remove all reference materials (printed or attached) on students' desks.
- A "Testing—Do Not Disturb" sign should be ready to post outside the testing room.
- The testing room should be quiet, orderly, and comfortable with adequate seating, lighting, and heating/cooling.
- Each student should have enough space in which to work.
- Seating must be arranged to discourage students from sharing responses.
- Ensure spare computers and power sources are available, if needed.
- Only under the following circumstances are study carrels or privacy shields permitted:
 1. A classroom may use study carrels if the students' assigned seats are multistudent desks (i.e., desks that seat two or more students).
 - For this option, a one-on-one full-time proctor *must* be present throughout the entire test administration to assist the test administrator with monitoring.
 2. A study carrel may be appropriate for a student with the *Testing in a Separate Room* accommodation in a one-on-one or small-group setting. Use must be documented in the current Individualized Education Program (IEP), Section 504 Plan, or EL documentation.

Test administrators must contact the school test coordinator before the test administration if they have questions related to the testing environment.

Prepare Students for Testing



Before the designated test administration date and according to SBE policy GCS-A-010, teachers may help students improve test-taking skills by

- familiarizing students with test formats using curricular content;
- teaching students test-taking strategies and providing practice sessions;
 - helping students understand that responses to the English II EOC will not be scored if they are written in a foreign language, are exact restatements of the question, or are completely off topic or incoherent. Responses are scored only for content (i.e., spelling and grammar are not scored).
- completing the released form for the associated online assessment available through the NCDPI Accountability Services Division/North Carolina Testing Program at <http://www.ncpublicschools.org/accountability/testing/releasedforms> or through the NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App with required security measures; and
- using the Online Assessment Tutorial available from the NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App with required security measures.

Before the test administration date, teachers should discuss with students the purpose of the test administration and must inform them that they are not to share test items with others (e.g., students and teachers). Teachers are not allowed to discuss test items with students and must not use test items or information from students as the basis for additional instruction or review. Instead, teachers should provide instruction/review on the state-adopted curriculum. Excerpts from the tests must not be used at any time during classroom instruction or in resource materials such as study guides.

Online Assessment Tutorial



An Online Assessment Tutorial for each associated EOC assessment is available through the NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App with required security measures.

Schools must ensure every student participating in an online assessment has completed the Online Assessment Tutorial for the associated assessment at least one time at the school **before** test day. For best practices, the North Carolina Testing program recommends schools use a PowerSchool classroom roster to track which students have completed the tutorial. Students must not complete the tutorial on the day of the test administration.

The Online Assessment Tutorial is not an assessment; it allows the user to practice navigating through the testing platform and to respond to sample test items. During the Online Assessment Tutorial, students have the opportunity to become familiar with tools, navigation, item tracking/flagging/response features, interactive items, and other test interface features.

Additionally, the Online Assessment Tutorial should be used to determine the student's appropriate font size (i.e., regular or large) and/or alternate background color for test day. These options must be entered in the Student Interface Questions (SIQ) before test day. The Online Assessment Tutorial can assist students whose IEP or Section 504 Plan designates the *Large Print* accommodation in determining if the large font will be sufficient on test day. If the size of the large font is not sufficient for a student because of his/her disability, this accommodation may be used in conjunction with the *Magnification Devices* accommodation, or a *Large Print Edition* of the paper-and-pencil assessment may be ordered.

Schools may use one of two Online Assessment Tutorial options with students. (1) Schools may play a video that demonstrates how to use the available tools, how to navigate the system, how to respond to each item type, and how to use the end-of-test review page. Immediately following the video, students must complete a self-paced interactive set of online sample items for the appropriate assessment offered in the same venue as the assessment. The NCDPI strongly recommends schools show the appropriate video to groups of students rather than allowing students to stream the video to their individual computers or tablets. (2) Schools may alternatively use a standard script provided by the NCDPI that gives guidance for using the available tools, navigating the system, responding to each item type, and using the end-of-test review page while students complete the tutorial items. Schools should review both options before the tutorial sessions to determine the best option for students.

For best results, students should complete the Online Assessment Tutorial using computers or tablets they will use during the actual online assessment. Completing the Online Assessment Tutorial also provides a minimal test of configurations.

Prohibited Items in the Testing Room



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

testing, teachers must announce to students which items are prohibited in the testing room.

Prohibited items include:

- Electronic devices. Other than permitted calculators, students are not allowed to use or have in their possession cell phones or any other electronic recording, listening, scanning, or photographic devices at any time during testing, including breaks. **Any student found or observed with a cell phone/electronic device during testing time must be dismissed from testing and a misadministration declared for that student.**
 - If the test administrator or proctor believes a cell phone/electronic device was used during the test administration to store or exchange information or to make an image of the test, the device must be collected from the student and the school test coordinator contacted immediately.
 - If a student must be removed from testing because he/she has a cell phone/electronic device during testing, the test administrator must not leave the testing room unattended. The test administrator must remain in the room, and the school test coordinator must be notified and the student removed.
 - Before testing begins, test administrators and proctors must turn off their personal cell phones/electronic devices and ensure these devices are not visible during testing, including breaks. Test administrators' and proctors' personal cell phones/electronic devices must not be used during the test administration or during breaks.
- Personal belongings. Students' personal belongings must be placed under their seats, and students must not be permitted to access them at any time during testing, including breaks.
 - Students who complete the test before the scheduled time is over must be provided the opportunity to read novels or other nontextbooks (e.g., magazines) while waiting for other students to finish the test. Before a student is allowed to take out his/her reading material, the test administrator must ensure that the student has clicked the End Test button to close the test. A STOP sign will appear on the student's monitor after the End Test button has been clicked and the test has been closed. The test administrator must also collect all ancillary materials (e.g.,

calculator, used papers) before the student is allowed to take out the reading material.

- Testing Aids. Textbooks, reference books, thesauruses, smartwatches, smartpens, music, notes, bookmarks, number lines, multiplication tables, personal learning devices, or any unapproved testing aids are prohibited during the administration of any assessment in the North Carolina Testing Program.

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

Monitor Students during the Assessment



Test administrators and proctors must remain attentive to their testing responsibilities throughout the entire test administration. Personal cell phones/electronic devices must not be used during the test administration, including breaks.

Before testing begins, they must turn off their personal cell phones/electronic devices and ensure these devices are not visible during testing, including breaks.

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

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

The test administrator must monitor the test administration by walking frequently and quietly throughout the room and scanning the students' work areas to ensure students follow the test directions, perform the required tasks, do not share responses, and those eligible have access to required accommodations.

- When the test administrator or proctor needs to sit during the assessment, he/she should maintain an unobstructed view of and easy access to students.
- Test administrators and proctors are not to read test questions from students' computer monitors or tablets used for online assessments

(except for students with documented special needs requiring accommodations, such as *Test Administrator Reads Test Aloud [in English]*).

- Test administrators and proctors **cannot indicate answers** to students. Some examples include but are not limited to
 - telling students to “look at the question again” or offering similar advice;
 - making a facial expression, hand gesture, or utterance (e.g., coughing, clearing throat) to indicate approval or disapproval of the student’s response; and
 - standing beside the desk, reading a question, looking at the student’s response, and then pointing to the correct answer or pointing to the question as if to indicate “read the question again because you have the wrong answer.”
- Test administrators and proctors **cannot help** students by
 - explaining the directions in their own words;
 - explaining the meaning of any word in the directions, test questions, or answer choices;
 - rephrasing test questions;
 - translating a word or phrase into another language; or
 - providing synonyms for unknown words.

Misadministrations



School systems must monitor test administration procedures. According to SBE policy GCS-A-001, if school officials discover any instance of improper administration and determine the validity of the test results has been affected, they must notify the local board of education, order the affected students to be retested, and declare a misadministration. Only the superintendent and the school system test coordinator have the authority to declare misadministrations at the local level.

When a misadministration is declared, the affected student(s) must be administered another secure form of the assessment (i.e., a different letter). The LEA/charter school test coordinator will reset the assessment in NC Education so that all retests are completed within the testing window. The misadministration Special Code in NC Education must be checked after the student completes his/her second administration of the assessment.

Only scores resulting from a valid test administration should be included in students' permanent records, used for placement decisions, or used for accountability purposes. All misadministrations must be documented and reported using the appropriate procedures outlined in the Online Testing Irregularity Submission System (OTISS).

Student Emergencies and Restroom Breaks during Testing



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

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

- To the extent possible, only one student at a time is to be excused to the restroom.
- The student's test materials must be secured.
- The PAUSE button must be clicked to prevent the online test items from being visible on the computer monitor or tablet.
- The test administrator must note the time the student left the room to ensure the student has the allotted amount of time to complete the test upon return.
- If necessary, an appropriate member of the school staff may accompany the student to the restroom. Students must be accompanied if more than one is allowed to leave during the test at the same time.
- Upon return from the restroom, the student must click the CONTINUE button in order to resume work on the test.

Students Identified as English Learners and Testing Accommodations



On a case-by-case basis where appropriate documentation exists, students identified as English Learners (ELs) may receive testing accommodations.

- The need for accommodations must be documented in the students' current EL plans/documentation before testing to substantiate the provision of these accommodations.
- The same accommodations must be used routinely during instruction and similar classroom assessments that measure the same construct.

- Test administrators conducting test administrations with accommodations must be trained by the school system test coordinator or designee in the provision of the specific accommodations before the test administration.

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

Students with Disabilities and Testing Accommodations



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

- Testing accommodations must be documented in the students' current IEPs or Section 504 Plans before testing to substantiate the provision of these accommodations.
- The same accommodations must be used routinely during classroom instruction and similar classroom assessments that measure the same construct.
- Before the test administrations, test administrators conducting those with accommodations must be trained by the school system test coordinator or designee in the provision of the specified accommodations.

Multiple Testing Sessions over Multiple Days

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. In cases in which students have an extended break in the same day, such as a break for lunch **or** when continuing the test on a subsequent day, NCTest does not block access to previously completed items. Therefore, when students return from an extended break, test administrators must monitor these students carefully to ensure they do not return to previous items if they have had an opportunity to communicate with others or to access any electronic devices during the break.

Note: In cases in which a student takes an extended break from testing in the same day, such as 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.

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

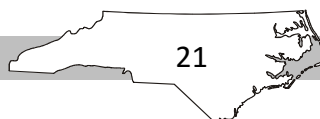
For students with the *Multiple Testing Sessions* accommodation, the following directions should be followed:

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

The student should **not** click the END TEST button on days in which he/she has additional minisessions for testing. If the student does click the END TEST button on days in which he/she will continue working on the assessment following an extended break, the LEA test coordinator must RESUME the assessment in NC Education under the Admin Entry Tab for the appropriate assessment before the student can continue.

On subsequent test days, the test administrator should navigate to where the student stopped on the previous test day. This should be done before the student enters the room, and the pause button should be activated. The test administrator will need to closely monitor to make sure the student does not go back to the previous day's items. The student must also be given ample warning that testing time is coming to a close on each testing session so he/she may complete any items "flagged" before the end of testing for that day. The student must be informed of these policies before the first day of testing.

Requests for special testing accommodations, other than those specified in this publication (see Appendix A1), must be submitted via an *Accommodation Notification Request Form*. For additional information regarding appropriate testing procedures and accommodations, test administrators who provide accommodations for students with disabilities must refer to the most recent publication of *Testing Students with Disabilities* and any published supplements or updates. These publications are available through the local school system or at <http://www.ncpublicschools.org/accountability/policies/tswd/>.



Students with Transitory Impairments and Section 504



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

A student is not regarded as an individual with a disability if the impairment is transitory and minor (ADA Amendments Act of 2008, Section 3 [3][B]). A transitory impairment is impairment with an actual or expected duration of six months or less. 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 with a transitory impairment (i.e., not Section 504-eligible) may receive testing accommodations. Accommodations that are being considered for use during testing must be used routinely during instruction and similar classroom assessments when possible. Approved accommodations for students identified with transitory impairments include those accommodations that are approved for use by Section 504-eligible students. The need for accommodations must be documented before testing. Copies of this documentation must be kept at the school and made available to test coordinators. Those administering assessments to students with accommodations must be trained by the LEA test coordinator or designee in the provision of the specified accommodations before the administration.


Record Students' Required Accommodations



On days before the test administration, the *Review of Accommodations Used During Testing* form (see Appendix C) must be used to record the required testing accommodations documented on students' IEPs, Section 504 Plans, EL documentation, or


transitory impairment documentation. One form is to be completed per assessment per student.

Accessibility Features for All Students



NCDPI-approved accessibility features are available for all students taking North Carolina-developed tests. Accessibility features may be embedded in an online assessment or provided by the test administration. In order to be used during an assessment, students must have experience using the accessibility features regularly in classroom instruction and with similar classroom assessments. Accessibility features must not be introduced for the first time during state assessments. See Appendix A for the accessibility features approved by the North Carolina Testing Program for use by all students.

Complete Student Interface Questions (SIQ)



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

Student Interface Options:

- Alternate Background Color
- Large Font

Accommodations Required by Student:

- *Multiple Testing Sessions*
- *Computer Reads Test Aloud—Student Controlled*
- Other Required Accommodations (i.e., other accommodations besides *Multiple Testing Sessions* and/or *Computer Reads Test Aloud—Student Controlled*)

Online assessments are available in regular or large font and in alternate background colors to *all* students; however, the NCDPI recommends these options be considered only for students who routinely use similar tools (e.g., color acetate overlays, alternate background color, large print text) in the classroom. In order for a student to access large font, an alternate background color, the *Computer Reads Test Aloud—Student Controlled* accommodation, and/or the *Multiple Testing Sessions* accommodation, the options must be entered into the student's SIQ before test day. Test records for students marked as requiring the *Computer Reads Test Aloud—Student Controlled* accommodation, the *Multiple Testing Sessions* accommodation, or other required accommodations will not be exported to the LEA test

coordinator until the test administrator completes the Accommodations Provided screen for the students. In order to edit a student's SIQ, the user must be assigned to the school and to the role of teacher-school. This can be completed by an NC Education user with the school test coordinator or LEA test coordinator role.

Recognize and Report Testing Violations or Irregularities



Details regarding what constitutes a testing violation or irregularity and information concerning how to report incidents should be discussed during training. Test

administrators must report any alleged testing violation or testing irregularity to the school test coordinator on the day of the occurrence. Examples of testing irregularities include, but are not limited to, the following:

Eligibility Issues

- Eligible students were not tested
- Ineligible students were tested

Accommodation Issues

- Approved accommodation not provided
- Approved accommodation not provided appropriately
- Accommodation provided but not approved/documented
- Accommodation *Test Administrator Reads Test Aloud (in English)* or *Computer Reads Test Aloud—Student Controlled* or *Interpreter/Transliterators/Signs/Cues Test* provided during the English II test administration

Security Issues

- Allowing access to the tests to school or district personnel who do not have a legitimate need
- Allowing students to review secure test materials before the test administration
- Missing test materials
- Secure test materials not properly returned
- Not maintaining security of NC Education username and password
- Failing to store secure test materials in a secure, locked facility
- Failing to cover or remove bulletin board materials, classroom displays, or reference materials (printed or attached) on students' desks that provide information regarding test-taking strategies or the content being measured by the test

- Reproducing secure tests in any manner or form
- Using items from secure tests for instruction
- Failing to return the originally distributed number of test materials to designated school personnel
- Discussing with others any of the test items or information contained in the tests or writing about them on the Internet or on social media sites

Monitoring Issues

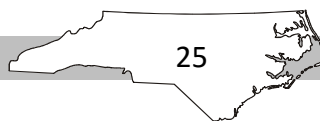
- Failing to prevent students from cheating by copying, using a cheat sheet, or asking for information
- Failing to prevent students from gaining an unfair advantage through the use of cell phones, text messages, or other means
- Allowing students to remove secure materials from the testing site
- Failing to monitor students and secure test materials during breaks
- Leaving computers or tablets unsupervised when secure online tests were open and visible

Procedural Issues

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

Technical Issues

- Online test connectivity/technical problems



- Online test items did not display properly


Reporting Test Connectivity and Technical Problems in OTISS

Schools must report all online test connectivity and technical problems that occur during the administration of online assessments. On the day of the occurrence, schools must enter into the Online Testing Irregularity Submission System (OTISS) detailed information about each incident including, but not limited to, the following:

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

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

Know Procedures for Students Who Complete the Online Test before the Scheduled Testing Time Is Over

 Students who complete the test before the scheduled time is over must be provided the opportunity to read novels or other nontextbooks (e.g., magazines) while other students continue to work during the scheduled time. Before a student who has completed the test may read, however, the test administrator must

- verify that the student has clicked the End Test button to close the test (Once students have clicked the End Test button, they will not be able to return to the test items. A STOP sign will appear on students'

screens after the End Test button has been clicked and the test has been closed.);

- collect all ancillary materials (e.g., calculators, used and unused papers, borrowed pencils); and
- ensure the student’s reading material is a novel or other nontextbook, such as a magazine. (Textbooks, reference books, e-book readers, thesauruses, audio books, music, notes, or any unapproved testing aids are prohibited during the administration of any test in the North Carolina Testing Program. *During the scheduled testing time, students are only allowed to read novels or other nontextbooks after they are finished and waiting for other students to complete the test.* Students may put their heads down on their desks and rest if they decide not to read.)

If all students finish the test before the scheduled time period is over, the test administrator may end the testing session early by reading the information in the *Assessment Guide* under the words *Read to Announce the End of the Testing Session*. Students must not be dismissed from the room unless authorized by the appropriate local official (e.g., principal). The test administrator must follow local procedures for returning students to the regular school schedule.

See the *Maximum Testing Time Allowed* section in this guide for procedures to follow for students who need additional/maximum time beyond that scheduled to complete the test.

Know Local Testing Procedures



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

- Know the local procedures for providing additional time to students needing more than the estimated time to complete the assessment.
- Know the local procedures for contacting the school test coordinator during the test administration, if needed.
- Know the local procedures for addressing technical issues (see Appendix B).
- Know local procedures for ending an online test (e.g., turn off desktop monitor, collect tablet).
- Know the local procedures to follow at the conclusion of testing for returning students to the regular school schedule.
- Know the local procedures for reporting a testing irregularity.

Know Best Practices for Internet Security, Security of Test Materials, and Online Content



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

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

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

Checklist of Steps to Complete before Test Day

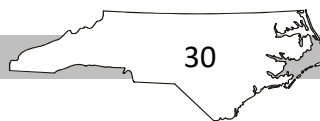


- Prepare for and attend test administrator training sessions each testing cycle before administering any secure state assessment.
- Read and sign a Test Security Agreement at the conclusion of every test administration training session to be kept on file with the school test coordinator
- Read and study the North Carolina *Testing Code of Ethics*.
- Read and study this *Assessment Guide* thoroughly.
 - Study test security procedures.
 - Review the student directions (script) and be prepared for the variations required by the testing conditions.
 - Review what you can and cannot do to assist students while monitoring the assessment.

- Know testing policies and procedures (e.g., handling technical problems, test security, student emergencies and restroom breaks, testing irregularities)
- Ensure the appropriate NCDPI-approved secure platform is installed.
- Prepare appropriate physical conditions for the testing room.
- Inform students of items that are prohibited in the testing room.
- Ensure the calculator memory and all applications (including preloaded) have been cleared from all calculators, including personal calculators students may use during the NC Math 1 assessment.
- Ensure your NC Education username/password is working correctly and you can access the appropriate assessment's student information pages. Usernames and passwords should be checked two to three days before the test administration date.
- All test administrator NC Education accounts must be given the role of teacher-school for the appropriate school to start an online assessment. For questions, contact the LEA test coordinator or the Help Desk (ncdesk@ncsu.edu).
- Complete the Online Assessment Tutorial and ensure every student participating in the online assessment has completed the Online Assessment Tutorial for the associated assessment at least one time at the school before test day.
- Ensure all computers and tablets meet the specified technical requirements listed at <http://center.ncsu.edu/nct>.
- Ensure screen savers are disabled for all devices and that volume controls are set for students with the *Computer Reads Test Aloud—Student Controlled* accommodation.
- Check to ensure all students who are to participate in online assessments are listed in the Admin Entry Tab list for the specific assessment in NC Education. Students who are no longer in membership MAY appear in this list. Please disregard, and DO NOT start a test for these students.
- Ensure test administration sessions are scheduled in NC Education. Test administration sessions must be scheduled no later than the day before the test administration date.
- Review and edit the SIQ, if designated to do so by the school test coordinator, for students who need the following interface options or documented accommodations: alternate background color, large font, *Multiple Testing Sessions* accommodation, *Computer Reads Test Aloud—Student Controlled* accommodation, and/or other required

accommodations (i.e., accommodations other than *Multiple Testing Sessions* and/or *Computer Reads Test Aloud—Student Controlled*).

- Complete either before test day or on test day before 7:00 p.m. all applicable Special Codes located in the Special Codes Tab in NC Education. Refer to the *Complete the Special Codes* section of this guide for additional information.
- Complete the Required Accommodations Documented on Students' IEP/Section 504 Plan/EL Plan/Transitory Impairment Documentation column on the *Review of Accommodations Used During Testing* form (see Appendix C). One form is to be completed per test per student.



On Test Day

Verify Exact Number of Test Materials upon Receipt



Test materials must be distributed to test administrators immediately before each test administration.

- Count and record the number of secure test materials, including supplemental materials, when the materials are first received from the school test coordinator.
- Report to the school test coordinator any discrepancies in the count before leaving the test materials' storage/distribution room.
- Only supplemental materials specified in this *Assessment Guide* (or published supplements or updates) may be used during the test administration.
- Maintain test security at all times while handling test materials.
- Proctors are not to pick up test materials from the school test coordinator at the beginning of testing unless accompanied by the appropriate school personnel. Every effort must be made to minimize public access to secure state assessments before and after each test administration.
- Proctors are not to assist with procedures that require hands-on assistance with a computer or tablet.

It is important to verify the receipt of the exact number of test materials required. The test administrator is responsible for **all** test materials until they are returned to the school test coordinator after each test session. **All test materials assigned to a test administrator must be returned after each testing session.**

Review the Checklist of Required Test Materials




Test administrators are responsible for all materials in their care. The following checklist contains the required materials test administrators will need for the test administration. Other materials (e.g., reference books, bookmarks, multiplication tables, number lines, textbooks, thesauruses, cell phones, MP3 players, cameras, smartpens, personal learning devices, personal computers, removable storage devices, smartwatches, and music) are not permitted during the administration of secure tests.

- The *Assessment Guide* for the North Carolina READY End-of-Course Online Assessments of Biology, English II, and NC Math 1

- A computer(s) or tablet(s) meeting all technical requirements (For technical updates, periodically review the technical requirements for NCTest located at <http://center.ncsu.edu/nct/>.)
- Extra, sharpened pencils with erasers
- A supply of blank paper
- An accurate timing device that does not make noise (e.g., loud ticking) or sound an alarm
- For NC Math 1 Only:**
 - A supply of graph paper issued/approved by the NCDPI Division of Accountability Services/North Carolina Testing Program for the NC Math 1 test (The NCDPI-issued/approved graph paper cannot be photocopied and used for test administrations or instructional purposes.)
 - Access to a graphing calculator for each student, but only during the calculator active part of the NC Math 1 assessment (For additional information on calculator use and the minimum calculator requirements, see Appendix D.)
 - Before beginning the NC Math 1 testing session, the test administrator or the principal’s designee must clear the calculator memory and all applications (including preloaded) of all calculators, including personal calculators, students may use during the calculator active part of the test. For additional information on calculator use and the minimum calculator requirements, see Appendix D.

Follow a Uniform Process of Administration

 Test sessions must be conducted according to the policies, procedures, and directions in this *Assessment Guide* and any subsequent updates developed by the NCDPI Division of Accountability Services/North Carolina Testing Program. By following the procedures outlined in this guide, the test administrator ensures the security and confidentiality of the assessment program and the uniform evaluation of all students throughout the state. If a situation arises that the test administrator does not know how to resolve, the school test coordinator must be contacted.

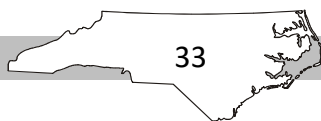
The test administrator must ensure the following are completed on the day of testing before beginning the test administration:

- All equipment is working properly (e.g., computers/tablets are Internet accessible).

- All students have adequate space around the computer or tablet to use blank paper, graph paper, and graphing calculators (if applicable).
- A “Testing—Do Not Disturb” sign is posted outside the testing room.
- The testing room is quiet, well-lighted, and comfortable.
- Bulletin boards, instructional displays, and reference materials (printed or attached) on student desks or workstations that might be a source of direct answers are covered or removed.
- All desks or workstations are cleared of books and other materials that are not required for the assessment.

The test administrator must review the following list of reminders on the day of testing before beginning the test administration:

- A **trained** test administrator must be present in the testing room at all times during testing.
- Each student tested must have access to the appropriate test materials as specified in this *Assessment Guide*.
- Procedures must be followed for the distribution and collection of test materials, including any supplemental materials, as specified in this *Assessment Guide*. Placing test materials on students’ desks before the beginning of the test administration is a violation of the procedures outlined in this *Assessment Guide* and the *Testing Code of Ethics*.
- Read the directions to the students **as they are written** in this *Assessment Guide*. It is a violation of the *Testing Code of Ethics* to omit, rewrite, or paraphrase orally or in writing the instructions presented in the *Assessment Guide*. Test administrators may repeat test directions only and are not permitted to provide any specific assistance with answering test questions.
- Distracting behaviors must be avoided (e.g., holding extended conversations with the proctor, reading newspapers or novels, eating, carrying out other personal or professional duties, talking/texting on cell phones).
- Personal cell phones/electronic devices must be turned off, and these devices must not be visible during testing, including breaks. Personal cell phones/electronic devices must not be used during the test administration (including breaks).
- Students participating in online assessments may only use computers or electronic devices to respond to the test items if the computers/devices meet all technical requirements listed at <http://center.ncsu.edu/nct/>.
- The test administrator and proctor must monitor the test administration.



- Policies and procedures must be followed for the provision of accommodations during the test administrations for students with disabilities, including students receiving services under Section 504 and students identified as ELs.
- Students receiving testing accommodations must be monitored.
- Visitors are prohibited in the classroom during the test administration except when required for state or local monitoring of test administrations or under extreme circumstances (i.e., emergency situations).
- Students who complete the test before the scheduled time is over must be provided the opportunity to read novels or other nontextbooks, such as magazines, while other students continue to test during the scheduled time.

Steps to Complete **BEFORE** Students Enter the Room



The NCDPI recommends test administrators begin setting up computers and tablets approximately 30–40 minutes before students enter the testing room, the test administrator must

- launch the NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App and click on the NCTest LOGIN button;
- choose EOC from the drop-down menu;
- choose the appropriate online assessment from the drop-down menu;
- enter a valid NC Education username and password and click LOGIN;
- if requested, select the appropriate assessment from the list presented on the screen;
- select the student to be tested from the list presented on the screen; and
- ensure the screen is set to the START page with the correct student's name and school name near the top of the screen. **Do not click the START button for the student.**

Steps to Complete **AS** Students Enter the Room



As students enter the room, the test administrator must

- instruct students to sit at the specific computer or tablet that displays their name on the screen, and
- instruct students **NOT** to begin using the computer or tablet until they are told to do so.

Steps to Complete **AFTER** Students Enter the Room



When all students are seated, and before the test administration can begin, test administrators must

- confirm each student's computer or tablet screen is set to the START page and
- confirm the student's name, the assessment's name, the student's PowerSchool number, and the school name are correctly identified on his or her computer or tablet screen.

When ready, the test administrator must turn to the appropriate subsection to start the online testing session.

Assessment Directions	Page Number
Biology and English II	36
NC Math 1	46

Student Directions

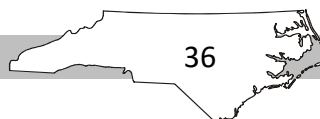
Biology and English II

Before Beginning the Testing Session:

- The test administrator must have logged in to the assessment and selected the name of the student for each computer or tablet.
- The test administrator must not click the START button for the student.
- Each student must be seated at his or her assigned computer or tablet and instructed not to click the START button until told to do so.
- Failure to follow the directions as written in this publication may constitute a misadministration or violation of the *Testing Code of Ethics*.
- The test administrator must follow and present the directions in this guide as written. The test administrator must read aloud only the material in **boldface** print that is preceded by the word "SAY." Because the text printed in standard type, underlined, or typed in *italics* is information for the test administrator only, it must not be read aloud to students. Note: An exception to this policy is administrations that include the use of tablets. The word "click" may be replaced with the word "touch" in these instances.
- **FOR ENGLISH II ONLY**: Reading aloud the selections, sample questions, test questions, or answer choices during the administration of the English II assessment to any students, including students with disabilities and students identified as ELs, invalidates test results because the test measures reading skills. However, the *test directions* may be read aloud or signed/cued to students during the English II assessment. Test administrators can read *test directions* aloud to students as many times as necessary for students to understand the directions.
- Note: Clicking the EXIT button will result in a caution message. If the EXIT button is clicked accidentally, click cancel to continue the online test.

When ready, the test administrator is to begin the testing session.

SAY: **Today, you will take the (insert end-of-course subject) End-of-Course Online Assessment. Please do not use the computer or tablet until I tell you to do so. Before you begin, you must clear your work area of any materials except for a pencil. If you do not have a pencil, raise your hand, and I will provide one for you.**



The test administrator pauses for students to clear their desks and to distribute pencils to students who raise their hands.

When ready, the test administrator continues reading.

SAY: Look at the information on the screen. You should see your name, the school name, the name of the test, a button labeled START, and a button labeled EXIT. Please do not click the EXIT button; it will log you out of the test. Do NOT start the assessment until I tell you to do so. If the information on the screen is not correct, raise your hand.

Before continuing, the test administrator must verify that all students taking the assessment are doing so at the computers/tablets assigned to them.

SAY: I am going to give each of you a sheet of blank paper. You may use this paper to help you answer the test questions. I will collect this paper at the end of the testing session.

The test administrator distributes blank paper to the students.

SAY: If you need more blank paper during the test, raise your hand, and I will give you more paper.

Most of you will take about 150 minutes to complete the test, but if you need additional time, it will be provided. During the test, you will take 2 two-minute breaks. I will tell you when it is time for the breaks. You should attempt to answer all of the questions on the test.

Only one item will appear on the screen at a time. A scroll bar will automatically be provided if you need it. You can receive assistance if you need help with the operation of the computer, tablet, browser, navigation buttons, toolbar tools, or the review screen. You must not use other software or apps. You must not use other websites or Internet resources or features during this test.

Are there any questions?

The test administrator must pause to respond to questions. When ready, the test administrator continues.



Read for the Biology EOC Online Assessment Only:

SAY: Some of the questions on the biology test are multiple-choice questions and others are technology-enhanced questions.

The test administrator continues reading under *For All Students*.

Read for the English II EOC Online Assessment Only:

SAY: There are multiple-choice questions, technology-enhanced questions, and questions that require a short, written answer on the English II test. I am not allowed to read any part of the test to you, including the sample questions.

The test administrator continues reading under *For All Students*.

For All Students:

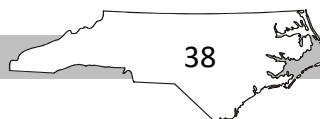
SAY: The online tools and types of items were explained when you completed the Online Assessment Tutorial. You will begin the test by briefly reviewing the tools available in the online test by completing some sample items. When you click the START button, the first sample item will appear on your screen. Click the START button now. Do not complete the first sample item until I tell you to do so.

At the top of the screen are your name and your school's name. Under your name is a row of tools. Most of the tools may be clicked one time to turn them on and clicked a second time to turn them off.

The RESET tool can be used to reset a question to how it originally appeared on the screen. The FLAG button may be clicked to mark an item you may want to return to later. The STRIKE button may be used to eliminate any answer choice that you consider to be incorrect. The next three tools allow you to HIGHLIGHT text, UNHIGHLIGHT some text, and CLEAR all highlighted text in the item. The final tool is HELP, which will open the help files for the online test.

Raise your hand if you need assistance in locating any of the tools on your screen or if you have any questions about the toolbar.

The test administrator must pause to allow students to respond.



SAY: The navigation buttons are at the bottom of the screen: FIRST, BACK, PAUSE, NEXT, and REVIEW. The FIRST button will return you to the first item on the test. The BACK button will open the previous test item. You will use the PAUSE button during the stretch breaks. The NEXT button will open the next test item. The REVIEW button will open the test review page. This review page shows the number of test items you answered and reminds you of which items you flagged. You can click on any test item number on this page to return to it.

Raise your hand if you have questions or need assistance in locating any of this information on your screen.

The test administrator must pause to assist students if necessary.

Note: For the Biology test only, the test administrator may adjust the following “read aloud” directions accordingly for students whose IEPs and/or Section 504/EL/transitory impairment documentation indicates they are to receive a combination of the *Test Administrator Reads Test Aloud (in English)* and the *Computer Reads Test Aloud—Student Controlled* accommodations. (Reading aloud the selections, sample questions, test questions, or answer choices from the online English II assessment invalidates the test results.)

NOT FOR ENGLISH II	Read Only for Biology Students Receiving the <i>Test Administrator Reads Test Aloud (in English)</i> Accommodation:	
	<p><u>Read If the Entire Test Is to Be Read Aloud:</u> SAY: I will read aloud all the sample questions, test questions, and answer choices for you. I will repeat this information if you ask me to do so.</p> <p>The test administrator must read aloud all sample questions, test questions, and answer choices.</p>	<p><u>Read If Information Is Only to Be Read Aloud upon Student Request:</u> SAY: I will read aloud any information from the sample questions, test questions, and answer choices if you ask me to do so. I will repeat this information if you ask me to do so.</p> <p>Upon student request, the test administrator must read aloud the sample questions, test questions, and answer choices.</p>

NOT FOR ENGLISH II

Read Only for Biology Students Receiving the *Computer Reads Test Aloud—Student Controlled* Accommodation:

SAY: You may control which portions of the online test are read aloud by clicking a speaker button beside the block of text. Each test question and answer choice has a speaker button. When you click the speaker button, the recorded audio will play. Some test questions and answer choices cannot be read aloud by the computer, such as graphic images and tables. When you click on the speaker button for one of these test questions and answer choices, the audio will indicate it cannot be read aloud.

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

For All Students:

SAY: To answer the sample items, you must read each item, mark your answer, and click NEXT. When you click NEXT, the correct answer for the sample item will appear on the screen. Your responses to the sample items will not be scored.

When you complete the last sample item, you will receive instructions on the screen to begin the test. Read the instructions, and if you have any questions, raise your hand. If you do not have questions, then click NEXT to begin the test.

Are there any questions about the tools, how to answer the sample items, or how to begin the online test?

The test administrator must pause to answer questions and then continues.

SAY: Complete the sample items now. When you finish the last sample item, follow the directions on the screen to begin the test.

To assist students with budgeting time, the test administrator must record the following on the board for all students to see:

START TIME: (Record the start time.)
WORK TIME: (Add 50 minutes to the start time.)
BREAK TIME: (Record the time for the first break.)



Note: Students will have 50 minutes to work before the first break. The test administrator must monitor to ensure students are completing the sample items and beginning the online assessment. If any student is still working on the sample items after 10 minutes have passed, the test administrator must provide assistance to conclude the sample items for that student.

Read Only If Students Have Not Completed the Sample Items after 10 Minutes:

SAY: If you have not finished the sample items, raise your hand. If you have finished the sample items, please continue working on the test.

The test administrator, in the least disruptive manner possible, must approach each student who has not completed the sample items and offer him/her assistance. Students must click NEXT after the last sample item to start the actual assessment.

Procedures during the Testing Session:

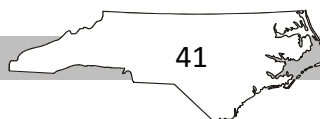
As soon as the START TIME, WORK TIME, and BREAK TIME are recorded on the board, the test administrator and proctor must begin walking quietly and frequently throughout the room monitoring the test administration. The test administrator and proctor must monitor students' screens to ensure students are not using additional resources, items are displaying properly, and students have not prematurely ended the online assessment.

The test administrator must remain in the room throughout the entire test administration session unless an emergency arises (e.g., illness, necessary restroom break). If an emergency arises and the test administrator must leave the room, the school test coordinator must be notified. *Test security must be maintained at all times.*

Test administrators must have a *Review of Accommodations Used During Testing* monitoring form (see Appendix C) for each student who requires a testing accommodation. Column 1 of the form must be completed before testing. The remainder of the form must be completed during/after the test administration and then returned to the school test coordinator to be kept in the student's IEP folder and/or Section 504/EL/transitory impairment documentation. If completing the form during testing, the test administrator must avoid distracting behaviors, such as paper shuffling.

In addition, the following procedures apply:

1. Provide a positive test-taking environment. Avoid distracting behaviors such as holding extended conversations with the proctor, reading newspapers or novels, carrying out other personal or professional duties,



Procedures during the Testing Session (continued):

- working on a computer, or talking/texting on cell phones.
2. The test administrator may assist students with computer problems (i.e., system errors). For example, if the network malfunctions or an item fails to load, the student may receive assistance. All student time lost because of technical problems must be documented and returned to the student at the end of the test administration if needed.
 3. The test administrator may answer any student's procedural questions (e.g., having to do with the Web browser, app, navigation, tool bar, review screen) but cannot provide specific assistance with answering test questions. Each student must complete his or her own work without assistance in order for the entries to reflect the student's proficiency level.
 4. To address technical issues that may occur during the test administration, see Appendix B in this guide.

Read to Announce the First Break:

After exactly 50 minutes, the test administrator announces the first break by reading the following:

SAY: Stop working. You will take a two-minute break. Click the PAUSE button at the bottom of your screen.

The test administrator must ensure each student has clicked the PAUSE button and the online test items are not visible on computer/tablet screens.

SAY: You may stand beside your desk and stretch or just relax, but you must not talk during the break.

The test administrator must not allow students to talk during the break. No one is to leave the room except in an emergency (e.g., illness, necessary restroom break). Test security must be maintained at all times.

After two minutes, the test administrator is to continue.

SAY: The break has now ended. Return to your seats.

Some of you may finish the test early. If you do, please stay quietly in your seat and raise your hand; I will assist you. If you need additional time to complete the test when the testing session ends, time will be provided.

Now click the CONTINUE button and continue working.



To assist students with budgeting time the test administrator must record the following on the board for all students to see:

START TIME: (Record the start time after the first break.)
WORK TIME: (Add 50 minutes.)
BREAK TIME: (Record the time for the second break.)

Note: Test administrators must follow procedures outlined on page 26 for those students who complete the test before the scheduled testing time is over.

Read to Announce the Second Break:

After exactly 50 minutes, the test administrator announces the second break by reading the following:

SAY: Stop working. You will take a two-minute break. Click the PAUSE button at the bottom of your screen.

The test administrator must ensure each student has clicked the PAUSE button and the online assessment items are not visible on computer/tablet screens.

SAY: You may stand beside your desk and stretch or just relax, but you must not talk during the break.

The test administrator must not allow students to talk during the break. No one is to leave the room except in an emergency (e.g., illness, necessary restroom break). Test security must be maintained at all times.

After two minutes, the test administrator is to continue.

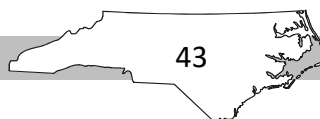
SAY: The break has now ended. Return to your seats.

Some of you may finish the test early. If you do, please stay quietly in your seat and raise your hand; I will assist you. If you need additional time to complete the test when the testing session ends, time will be provided.

Now click the CONTINUE button and continue working.

To assist students with budgeting time, the test administrator must record the following on the board for all students to see:

START TIME: (Record the start time after the second break.)
WORK TIME: (Add 50 minutes.)
END TIME: (Record the end time for the test administration.)



Note: Test administrators must follow procedures outlined on page 26 for those students who complete the test before the scheduled testing time is over.

If all students finish the test and review their responses before the scheduled time period is over, the test administrator may end the testing session early by reading the information under the words *Read to Announce the End of the Testing Session*. Students must not be dismissed from the room unless authorized by the appropriate local official (e.g., principal). The test administrator must follow local procedures for returning students to the regular school schedule.

Read to Announce the End of the Testing Session:

After exactly 50 minutes, the test administrator asks the students to stop working.

SAY: Stop working. Sit quietly. This is the end of the online testing session.

If you have completed the test, make sure that you have reviewed your answers and clicked the END TEST button.

If you have not finished the test and need additional time, please raise your hand.

The test administrator must ensure that students who are finished with the test have clicked the END TEST button to close the test. A STOP sign will appear on the students' screens after the END TEST button has been clicked and the test has been closed. Clicking the EXIT button on the STOP sign screen closes the NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App.

The test administrator must follow local procedures to assist those students who need additional time to complete the test. As long as students are engaged and working, they can be provided up to the maximum time allowed (i.e., four hours) to complete the test. No administration of the test can exceed the four-hour maximum time allowed (except for students with documented special needs requiring accommodations, such as *Scheduled Extended Time*).

Note: Students who finished the test during the scheduled time must not be allowed to remain in the testing room with any students who require additional testing time to complete the test.

When ready, the test administrator continues.



Read to Collect Test Materials:

SAY: I will now collect your test materials.

The test administrator must collect all used/unused blank paper and borrowed pencils from students. Test materials may be collected separately for more efficient processing. The test administrator must check carefully to be sure each student turns in all materials and must resolve any discrepancies while students are still seated and before they leave the room. Any discrepancies that cannot be corrected must be reported immediately to the school test coordinator.

When all materials are collected and any discrepancies have been resolved, the test administrator continues reading.

Note: Test administrators and students are not permitted to discuss with others specific items from the test or information contained within the test. The test administrator must inform students of this policy before dismissal.

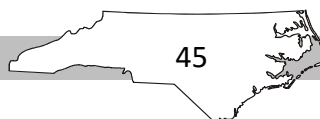
Read after All Materials Have Been Collected and Any Discrepancies Are Resolved:

SAY: Please remember teachers are not allowed to discuss items from the test with you, and you are not allowed to discuss with others any of the test items or information contained within the test or to write about them on the Internet or on social media sites.

You have completed the (insert end-of-course subject) End-of-Course Assessment.

Students must be dismissed according to procedures developed for the school by the principal or school test coordinator. Use the appropriate procedures and documentation to report to the school test coordinator and/or principal any irregularities that occurred during testing.

The test administrator must refer to the *After Testing* section of this *Assessment Guide* for additional responsibilities that must be attended to following testing.



Student Directions

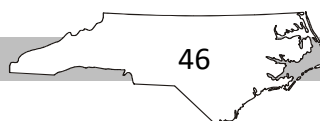
NC Math 1

IMPORTANT: The NC Math 1 EOC Online Assessment consists of two parts. The first part of the test is calculator inactive. Students are not allowed to use a calculator for this part of the test. The second part of the test is calculator active. Students must be provided a handheld graphing calculator for the calculator active test questions. The test administrator is not to give any student a calculator until the student has completed the calculator inactive questions. When students complete the calculator inactive part of the test, the directions on the screen instruct them to raise their hand to receive a calculator. When a student raises his/her hand to indicate he/she has completed the calculator inactive section, the test administrator must, in the least disruptive manner possible, give the student a calculator and ensure the student has moved into the calculator active section of the test. *The number of calculators distributed must be counted and the number recorded.*

Note: The calculator active section of the online assessment will have a small calculator icon on the upper right corner of the screen. This icon should be used as a visual indicator for test administrators as they monitor the test session to ensure students working on the calculator active section have a handheld calculator.

Before Beginning the Testing Session:

- Before beginning and immediately following the NC Math 1 test administration, the test administrator or the principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators, including personal calculators, students may use during the calculator active part of the assessment (See Appendices D1-D6).
- The test administrator must have logged in to the assessment and selected the name of the student for each computer or tablet.
- The test administrator must not click the START button for the student.
- Each student must be seated at his or her assigned computer or tablet and instructed to not click the START button until told to do so.
- Failure to follow the directions as written in this publication may constitute a misadministration or violation of the *Testing Code of Ethics*.



Before Beginning the Testing Session (continued):

- The test administrator must follow and present the directions in this guide as written. The test administrator must read aloud only the material in **boldface** print that is preceded by the word "SAY."
- Because the text printed in standard type, underlined, or typed in *italics* is information for the test administrator only, it must not be read aloud to students. Note: An exception to this policy is administrations that include the use of tablets. The word "click" may be replaced with the word "touch" in these instances.
- Note: Clicking the EXIT button will result in a caution message. If the EXIT button is clicked accidentally, click cancel to continue the online test.

When ready, the test administrator is to begin the testing session.

SAY: Today you will take the NC Math 1 End-of-Course Online Assessment. Please do not use the computer or tablet until I tell you to do so. Before you begin, you must clear your work area of any materials except for a pencil. If you do not have a pencil, raise your hand and I will provide one for you.

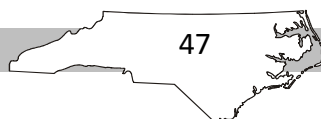
The test administrator pauses for students to clear their desks and to distribute pencils to students who raise their hands. When ready, the test administrator continues reading.

SAY: Look at the information on the screen. You should see your name, the school name, the name of the test, a button labeled START, and a button labeled EXIT. Please do not click the EXIT button; it will log you out of the test. Do NOT start the assessment until I tell you to do so. If the information on the screen is not correct, raise your hand.

Before continuing, the test administrator must verify that all students taking the assessment are doing so at the computers/tablets assigned to them.

SAY: I am going to give each of you a sheet of blank paper and graph paper. You may use these to help you work out problems. I will collect these at the end of the testing session. If you need more blank paper or graph paper during the test, raise your hand, and I will give you more paper.

The test administrator distributes blank paper and graph paper to the students and continues.



SAY: The test consists of two parts. The first part of the test is calculator inactive. For this part of the test, you are not allowed to use a calculator. The second part of the test is calculator active. You may use a handheld calculator for the calculator active test questions.

When you are ready to begin the calculator active part of the test, follow the directions on your screen. These directions will instruct you to raise your hand for a calculator.

Be sure you are ready to move on to the calculator active section before you raise your hand, because once you begin the calculator active section, you will not be able to return to the calculator inactive section.

When you raise your hand, I will give you a calculator for the second part of the test. I will collect the calculators at the end of testing.

Are there any questions?

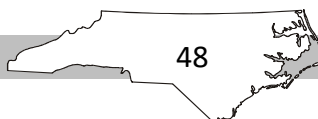
The test administrator pauses to answer any questions. When ready, the test administrator continues.

SAY: Most of you will take about 180 minutes to complete the NC Math 1 test, but if you need additional time, it will be provided. During the test, you will take 2 two-minute breaks. I will tell you when it is time for the breaks. You should attempt to answer all the questions on the test.

Only one item will appear on the screen at a time. Some of the test items are multiple-choice questions that require you to choose the best answer. Other items require you to type a numerical answer into a text box rather than to select an answer from several choices. A scroll bar will automatically be provided if you need it.

You can receive assistance if you need help with the operation of the computer, tablet, browser, navigation buttons, tool bar tools, or the review screen. You must not use other software or apps. You must not use other websites or Internet resources or features during this test.

Are there any questions?



The test administrator must pause to respond to questions. When ready, the test administrator continues.

SAY: The online tools and types of items were explained when you completed the Online Assessment Tutorial. You will begin the test by briefly reviewing the tools available in the online test by completing some sample items. When you click the START button, the first sample item will appear on your screen. Click the START button now. Do not complete the first sample item until I tell you to do so.

At the top of the screen are your name and your school’s name. Under your name is a row of tools. Most of the tools may be clicked one time to turn them on and clicked a second time to turn them off.

The RESET tool can be used to reset a question to how it originally appeared on the screen. The FLAG button may be clicked to mark an item you may want to return to later. The STRIKE button may be used to eliminate any answer choice that you consider to be incorrect. The next three tools allow you to HIGHLIGHT text, UNHIGHLIGHT some text, and CLEAR all highlighted text in the item. The final tool is HELP, which will open the help files for the online test.

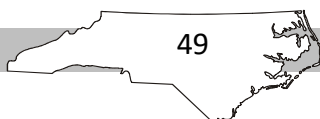
Raise your hand if you need assistance in locating any of the tools on your screen or have any questions about the toolbar.

The test administrator must pause to allow students to respond.

SAY: The navigation buttons are at the bottom of the screen: FIRST, BACK, PAUSE, NEXT, and REVIEW. The FIRST button will return you to the first item on the test. The BACK button will open the previous test item. You will use the PAUSE button during the stretch breaks. The NEXT button will open the next test item. The REVIEW button will open the Section review page. This review page shows the number of test items you answered and reminds you of which questions you flagged. You can click on any test item number on this page to return to it.

Raise your hand if you have questions or need assistance in locating any of this information on your screen.

The test administrator must pause to assist students if necessary.



Note: For the NC Math 1 test, the test administrator may adjust the following “read aloud” directions accordingly for students whose IEPs or Section 504/EL/transitory impairment documentation indicates they are to receive a combination of the *Test Administrator Reads Test Aloud (in English)* and the *Computer Reads Test Aloud—Student Controlled* accommodations.

Read Only for Students Receiving the <i>Test Administrator Reads Test Aloud (in English)</i> Accommodation:	
<p><u><i>Read If the Entire Test Is to Be Read Aloud:</i></u> SAY: I will read aloud all the sample questions, test questions, and answer choices for you. I will repeat this information if you ask me to do so.</p> <p>The test administrator must read aloud all the sample questions, test questions, and answer choices.</p>	<p><u><i>Read If Information Is Only to Be Read Aloud upon Student Request:</i></u> SAY: I will read aloud any information from the sample questions, test questions, and answer choices if you ask me to do so. I will repeat this information if you ask me to do so.</p> <p>Upon student request, the test administrator must read aloud the sample questions, test questions, and answer choices.</p>

Read Only for Students Receiving the <i>Computer Reads Test Aloud—Student Controlled</i> Accommodation:
<p>SAY: You may control which portions of the online test are read aloud by clicking a speaker button beside the block of text. Each test question and answer choice has a speaker button. When you click the speaker button, the recorded audio will play. Some test questions and answer choices cannot be read aloud by the computer, such as graphic images and tables. When you click the speaker button for one of these test questions and answer choices, the audio will indicate it cannot be read aloud.</p> <p>Note: To ensure the validity of the test, students receiving the <i>Computer Reads Test Aloud—Student Controlled</i> accommodation must also receive the <i>Testing in a Separate Room</i> accommodation (one-on-one) unless they are using headphones.</p>

For All Students:

SAY: To answer the sample items, you must read each item, mark your answer, and click NEXT. When you click NEXT, the correct answer for the sample item will appear on the screen. Your responses to the sample items will not be scored.

SAY: When you complete the last sample item, you will receive instructions on the screen to begin the test. Read the instructions, and if you have any questions, raise your hand. If you do not have questions, then click NEXT to begin the test.

Are there any questions about the tools, how to answer the sample items, or how to begin the online test?

The test administrator must pause to answer questions and then continue.

SAY: Complete the sample items now. When you finish the last sample item, follow the directions on the screen to begin the test.

To assist students with budgeting time, the test administrator must record the following on the board for all students to see:

START TIME: (Record the start time.)
WORK TIME: (Add 60 minutes to the start time.)
BREAK TIME: (Record the time for the first break.)

Note: Students will have 60 minutes to work before the first break. The test administrator must monitor to ensure students are completing the sample items and beginning the online assessment. If any student is still working on the sample items after 10 minutes have passed, the test administrator must provide assistance to conclude the sample items for that student.

Read Only If Students Have Not Completed the Sample Items after 10 Minutes:

SAY: If you have not finished the sample items, raise your hand. If you have finished the sample items, please continue working on the test.

The test administrator, in the least disruptive manner possible, must approach each student who has not completed the sample items and offer him/her assistance. Students must click NEXT after the last sample item to start the actual assessment.

Procedures during the Testing Session:

As soon as the START TIME, WORK TIME, and BREAK TIME are recorded on the board, the test administrator and proctor must begin walking quietly and frequently throughout the room monitoring the test administration. The test administrator and proctor must monitor students' screens to ensure students are not using additional resources, items are displaying properly, and students have not prematurely ended the online assessment.



Procedures during the Testing Session (continued):

The test administrator must remain in the room throughout the entire test administration session unless an emergency arises (e.g., illness, necessary restroom break). If an emergency arises and the test administrator must leave the room, the school test coordinator must be notified. *Test security must be maintained at all times.*

Test administrators must have a *Review of Accommodations Used During Testing* monitoring form (see Appendix C) for each student who requires a testing accommodation. Column 1 of the form must be completed before testing. The remainder of the form must be completed during/after the test administration and then returned to the school test coordinator to be kept in the students' IEP folders and/or Section 504/EL/transitory impairment documentation. If completing the form during testing, the test administrator must avoid distracting behaviors, such as paper shuffling.

In addition, the following procedures apply:

1. Provide a positive test-taking environment. Avoid distracting behaviors such as holding extended conversations with the proctor, reading newspapers or novels, carrying out other personal or professional duties, working on a computer, or talking/texting on cell phones.
2. The test administrator may assist students with computer problems (i.e., system errors). For example, if the network malfunctions or an item fails to load, the student may receive assistance. All student time lost because of technical problems must be documented and returned to the student at the end of the test administration if needed.
3. The test administrator may answer any student's procedural questions (e.g., having to do with the Web browser, app, navigation, tool bar, review screen) but cannot provide specific assistance with answering test questions. Each student must complete his or her own work without assistance in order for the entries to reflect the student's proficiency level.
4. To address technical issues that may occur during the test administration, see Appendix B in this guide.

IMPORTANT: When students complete the calculator inactive part of the assessment, the directions on their screens instruct them to raise their hand to receive a calculator. When a student raises his/her hand to indicate he/she has completed the calculator inactive section, the test administrator must, in the least disruptive manner possible, give the student a calculator

and ensure the student has moved into the calculator active section of the test. *The number of calculators distributed must be counted and the number recorded.*

Read to Announce the First Break:

After exactly 60 minutes, the test administrator announces the first break by reading the following:

SAY: Stop working. You will take a two-minute break. Click the PAUSE button at the bottom of your screen.

The test administrator must ensure each student has clicked the PAUSE button and the online test items are not visible on computer/tablet screens.

SAY: You may stand beside your desk and stretch or just relax, but you must not talk during the break.

The test administrator must not allow students to talk during the break. No one is to leave the room except in an emergency (e.g., illness, necessary restroom break). *Test security must be maintained at all times.*

After two minutes, the test administrator is to continue.

SAY: The break has now ended. Return to your seats.

Remember to read and follow the directions on your screen. When you finish the first part of the test, raise your hand, and I will give you a calculator to use on the second part of the test.

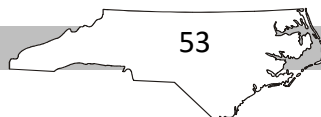
Some of you may finish the test early. If you do, please stay quietly in your seat and raise your hand; I will assist you. If you need additional time to complete the test when the testing session ends, time will be provided.

Now click the CONTINUE button and continue working.

To assist students with budgeting time, the test administrator must record the following on the board for all students to see:

START TIME: (Record the start time after the first break.)
WORK TIME: (Add 60 minutes.)
BREAK TIME: (Record the time for the second break.)

IMPORTANT: When students complete the calculator inactive section, the directions on their screen instruct them to raise their hand to receive a calculator. When a student raises his/her hand to indicate he/she has



completed the calculator inactive section, the test administrator must, in the least disruptive manner possible, give the student a calculator and ensure the student has moved into the calculator active section of the assessment. *The number of calculators distributed must be counted and the number recorded.*

Read to Announce the Second Break:

After exactly 60 minutes, the test administrator announces the second break by reading the following:

SAY: Stop working. You will take a two-minute break. Click the PAUSE button at the bottom of your screen.

The test administrator must ensure each student has clicked the PAUSE button and the online assessment items are not visible on computer/tablet screens.

SAY: You may stand beside your desk and stretch or just relax, but you must not talk during the break.

The test administrator must not allow students to talk during the break. No one is to leave the room except in an emergency (e.g., illness, necessary restroom break). *Test security must be maintained at all times.*

After two minutes, the test administrator must tell the students to continue working.

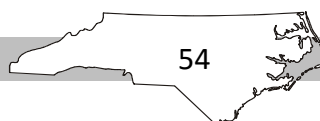
SAY: The break has now ended. Return to your seats.

Some of you may finish the test early. If you do, please stay quietly in your seat and raise your hand; I will assist you. If you need additional time to complete the test when the testing session ends, time will be provided.

Now click the CONTINUE button and continue working.

To assist students with budgeting time, the test administrator must record the following on the board for all students to see:

START TIME: (Record the start time after the second break.)
WORK TIME: (Add 60 minutes.)
END TIME: (Record the end time of the test administration.)



Note: Test administrators must follow procedures outlined on page 26 for those students who complete the test before the scheduled testing time is over.

If all students finish the test and review their responses before the scheduled time period is over, the test administrator may end the testing session early by reading the information under the words *Read to Announce the End of the Testing Session*. Students must not be dismissed from the room unless authorized by the appropriate local official (e.g., principal). The test administrator must follow local procedures for returning students to the regular school schedule.

Read to Announce the End of the Testing Session:

After exactly 60 minutes, the test administrator asks the students to stop working.

SAY: Stop working. Sit quietly. This is the end of the online testing session.

If you have completed the test, make sure that you have reviewed your answers and clicked the END TEST button.

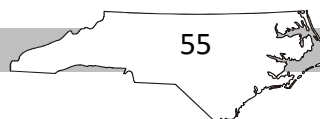
If you have not finished the test and need additional time, please raise your hand.

The test administrator must ensure that students who are finished with the test have clicked the END TEST button to close the test. A STOP sign will appear on the students' screens after the END TEST button has been clicked, and the test has been closed. Clicking the EXIT button on the STOP sign screen closes the NCTest Chrome App, NCTest Secure Browser, or NCTest iPad Apps.

The test administrator must follow local procedures to assist those students who need additional time to complete the test. As long as students are engaged and working, they can be provided up to the maximum time allowed (i.e., four hours) to complete the test. No administration of the test can exceed the four-hour maximum time allowed (except for students with documented special needs requiring accommodations, such as *Scheduled Extended Time*).

Note: Students who finished the test during the scheduled time must not be allowed to remain in the testing room with any students who require additional testing time to complete the test.

When ready, the test administrator continues.



Read to Collect Test Materials:

SAY: I will now collect your test materials.

The test administrator must collect all calculators, used/unused blank and graph paper, and borrowed pencils from students. Test materials may be collected separately for more efficient processing.

Immediately following the test administration, the test administrator or the principal's designee must clear the calculator memory and all applications (including preloaded) from all calculators used during the administration of the calculator active part of the assessment.

The test administrator must check carefully to be sure each student turns in all test materials and must resolve any discrepancies while students are still seated and before they leave the room. Any discrepancies that cannot be corrected must be reported immediately to the school test coordinator.

When all materials are collected and any discrepancies have been resolved, the test administrator continues reading.

Note: Test administrators and students are not permitted to discuss with others specific items from the test or information contained within the test. The test administrator must inform students of this policy before dismissal.

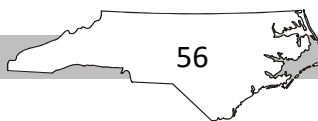
Read after All Test Materials Have Been Collected and Any Discrepancies Are Resolved:

SAY: Please remember teachers are not allowed to discuss items from the test with you, and you are not allowed to discuss with others any of the test items or information contained within the test or to write about them on the Internet or on social media sites.

You have completed the NC Math 1 End-of-Course Assessment.

Students must be dismissed according to procedures developed for the school by the principal or school test coordinator. Use the appropriate procedures and documentation to report to the school test coordinator and/or principal any irregularities that occurred during testing.

The test administrator must refer to the *After Testing* section of this *Assessment Guide* for additional responsibilities that must be attended to following testing.



After Testing

Checklist of Steps to Complete following the Test



Administration

- Upon completion of testing, all test materials must be returned to the school test coordinator and stored in a secure, locked facility.
- Count and verify with the school test coordinator the number of secure materials returned (including supplemental materials) matches the count taken when the materials were first received.
- For NC Math 1 Only:** Immediately following the test administration, the test administrator or the principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators, including students' personal calculators, used during the administration of the NC Math 1 test. See Appendices D1-D6.
- Complete either before test day or on test day before 7:00 p.m. all applicable Special Codes located for that assessment in the Special Codes tab in NC Education. Refer to the *Complete the Special Codes* section of this guide for additional information.
Note: Misadministration and Absent from Makeup Special Codes must be completed after testing, if applicable.
- Complete the Accommodations Provided tab in the Accom Provided tab in NC Education after the online test administration for all students marked in the SIQ as requiring accommodations (i.e., *Multiple Testing Sessions, Computer Reads Test Aloud—Student Controlled, Other Required Accommodations*).
- For test administrations requiring accommodations, all completed *Review of Accommodations Used During Testing* form(s) must be returned to the school test coordinator to be kept in the student's IEP folder or Section 504/EL/transitory impairment documentation.
- Ensure any information from the test saved or cached on any network appliance or computer or tablet is purged or deleted immediately following the completion of the test administration session. *Test security must be maintained at all times.*
- On the day of the occurrence, immediately document and report testing irregularities to the school test coordinator, who will ensure the irregularities are submitted in the OTISS.
- Read and complete all applicable information in the *After Testing* section of this guide.

Record Students' Provided and Used Accommodations



The test administrator must complete the *Review of Accommodations Used During Testing* form (see Appendix C) for each student who was to receive accommodations for the test administration. The test administrator must use the form to

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

Completed forms should be kept in the students' IEP folders and/or Section 504/EL/transitory impairment documentation so they are accessible for future reference.

Count and Return *All* Test Materials



Test administrators must follow local procedures for the return of all test materials (e.g., calculators, supplemental materials) to the school test coordinator immediately after each test administration. Responsibilities also include:

- Maintain test security at all times while handling test materials.
- Ensure that at no time proctors are left alone with secure test materials.
- Do not allow proctors to return test materials to the school test coordinator at the end of testing unless accompanied by the appropriate school personnel. Every effort must be made to minimize public access to secure state tests before and after each test administration.
- Return all completed *Review of Accommodations Used During Testing* forms (if applicable) to the school test coordinator to keep in the students' IEP folders and/or Section 504/EL/transitory impairment documentation.
- Ensure the calculator memory and all applications (including preloaded) of all calculators, including students' personal calculators, used during the administration of the NC Math 1 test are cleared immediately following the test administration by either the test administrator or the principal's designee. See Appendices D1-D6.
- Count and verify with the school test coordinator that the number of secure test materials (including supplemental materials) returned matches the count taken when the materials were first received.

The test administrator is responsible for all test materials until they are returned to the school test coordinator after each testing session. **All test materials assigned to the test administrator must be returned after each testing session.**

Complete the Special Codes



Special Codes must be completed in NC Education under the Special Codes tab for the appropriate assessment by the test administrator or other designated school personnel. The respondent may receive confidential lists from the appropriate school personnel in order to complete the Special Codes. The test administrator or designee must contact the school test coordinator if there are any questions regarding coding.

Note: To avoid miscoding errors in the data files, the test administrator or designee must complete the Special Codes before test day or on test day before 7:00 p.m. Misadministration and Absent for Makeup Special Codes must be completed after testing, if applicable.

504 Only

- Complete the 504 Only special code if the student is currently identified under Section 504 only (i.e., does not have a current IEP).
- *If the student is not officially identified under Section 504 only, this special code must be left blank.*

Transitory Impairment

- Complete the Transitory special code if the student is currently identified with a transitory impairment. Transitory is to be coded only for students with current transitory impairment documentation (i.e., not Section 504 eligible).
- *If the student is not officially identified with a transitory impairment, this special code must be left blank.*

Misadministration

- Mark the Misadministration special code if the student was administered a different secure test form because of a misadministration.
- Mark this special code only after the misadministration administration has been completed.
- *Otherwise, this special code must be left blank.*



Absent from Makeup Test Administration

- Mark the Absent from Makeup special code if the student was absent (i.e., not present) from the makeup test session(s) to account for the reason the student was not tested.
- Mark this code only after all possible makeup sessions have been completed.
- *Otherwise, this special code must be left blank.*

Students Repeating a Course for Credit and Credit-Recovery Courses

- Mark this special code if it accounts for the reason the student was not tested. *Otherwise, this special code must be left blank.*
- Mark the Repeater column for a student who
 - is repeating the course for credit or taking the course for credit-recovery **and**
 - was not administered the EOC assessment at the completion of the currently enrolled/credit recovery course.

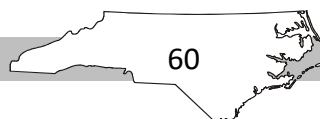
First-Year in U.S. Schools EL Student Not Required to Participate in the English II Assessment

- Mark this special code if it accounts for the reason the student was not tested. *Otherwise, this special code must be left blank.*
- Mark the EL Exempt special code only for students identified as EL who
 - are enrolled in English II for credit
 - have scored below Level 4.0 Expanding on the reading subtest of the W-APT™ **and**
 - are in their first year in U.S. schools.

Transfer Student Was Tested at the Former School

- Mark this special code if it accounts for the reason the student was not tested. *Otherwise, this special code must be left blank.*
- Mark the Transfer Student special code if the student was not tested because he/she was administered the EOC test at the former school.

Note: A transfer student who was administered the EOC test at the former school before moving must not be readministered the test. For school accountability purposes, students must not be tested two or more times with



secure statewide tests unless the school system discovers a misadministration.

Complete the Accommodations Provided



Test administrators must complete the Accommodations Provided tab for the appropriate assessment following the online test administration for all students marked in the SIQ as requiring accommodations (i.e., *Multiple Testing Sessions*, *Computer Reads Test Aloud—Student Controlled*, Other Required Accommodations).

Codes must be completed in NC Education by the test administrator or other designated school personnel **after** students complete testing. The respondent may receive confidential lists from the appropriate school personnel in order to complete this section.

Appendix A

Accessibility Features for All Students

Accessibility features are available for all students taking North Carolina-developed assessments and are provided at the local level or as a part of the online testing platform. For vendor-based assessments, follow the accessibility guidelines provided by the vendor.

Note: Not all North Carolina-developed assessments are offered online.

Description

Accessibility features are accessibility supports that are provided at the local level and are available to **all** students as they access instructional or assessment content. The use of any of these accessibility features can be considered a part of a standard test administration. In order to be used during an assessment, students must have experience using the accessibility features regularly in classroom instruction and with similar classroom assessments. They must not be introduced for the first time during state assessments.

Accessibility Features

Accessibility features may be embedded in an online assessment or provided by the test administrator. The following accessibility features are approved by the North Carolina Testing Program for use by **all** students.

Online Administrations	Paper-and-Pencil Administrations
Highlighter Tool	Highlighters
	Reading Tracker <ul style="list-style-type: none"> • A tracking tool guides the student’s eyes while reading text. • The reading tracker must be blank/empty on both sides for test administrations.
Color Contrast <ul style="list-style-type: none"> • Tool that 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 are black background with yellow font or a background of yellow, green, or gray with black font. • This tool must be preselected in the student interface questions (SIQ) on NC Test in order to be available at the time of testing. 	Color Acetate Overlays <ul style="list-style-type: none"> • A color acetate overlay can change background color to provide the student with higher contrast. • A student may use only <u>one</u> color overlay for testing.

<p>Adapted Mouse</p> <ul style="list-style-type: none"> • Before testing, test administrators must ensure that any adapted mouse meets the requirements of the NC Testing Program. 	
<p>Adapted Pencil</p> <ul style="list-style-type: none"> • Larger diameter • Modified special grip for a No. 2 pencil • Mechanical No. 2 pencil 	
<p>Preferential Seating within the Regular Classroom</p> <ul style="list-style-type: none"> • Preferential seating within the regular classroom (i.e., not in a separate setting) may be used for students for the administration of all tests within the North Carolina Testing Program. • Preferential seating may be appropriate for students who have difficulty maintaining attention in a group setting, students who use specialized equipment that may be distracting to others, or students with visual impairments who may need special lighting or to sit closer to the front of the room. • Preferential seating must be used routinely during classroom instruction and similar classroom assessments. • All preferential seating must be positioned in such a way that no student is able to see another student's test documents. 	
<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 assessments. • Adaptive seating may include, but is not limited to, round tables, standing desks, stability/yoga balls, working on the floor with a clip board, 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 RAC before testing can occur. 	
<p>Read Aloud Test Directions</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 assessment 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 and/or redirect a student's attention to the test. • Test administrators must be sure that redirection is not used in such a way to reflect whether a student has provided correct or incorrect responses to test items. • Redirection must be provided in a consistent manner and must not interfere with the standardization of the test administration. 	

*Considerations and
Instructions for
Accessibility Features*

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

*Questions for
Educators*

Educators may wish to address the following questions when determining if any accessibility features are appropriate for a particular student:

1. Does the student use the accessibility feature(s) routinely during classroom instruction and on similar classroom assessments?
2. Is there a noticeable difference in student engagement when the accessibility feature(s) are used vs. not used by the student?
3. If a particular accessibility feature is used, are other students accustomed to its use or will it interfere with other students' testing experiences?

Appendix A1

Testing Accommodations for Online End-of Course Assessments of Biology, English II, and NC Math 1 Only¹

Accommodations	Students with Disabilities/ Section 504	Students Identified as English Learner
Assistive Technology Devices	Yes	No
Braille Edition	No	No
Braille Writer/Slate and Stylus (Braille Paper)	Yes	No
Cranmer Abacus	Yes	No
Dictation to a Scribe	Yes	No
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (EL only)	No	Yes
Interpreter/Transliterators/Signs/Cues Test	<u>No</u> for English II ² <u>Yes</u> for Biology and NC Math 1	No
Large Print Edition ³	No	No
Magnification Devices	Yes	No
Multiple Testing Sessions ⁴	Yes	Yes
One Test Item Per Page Edition ⁵	No	No
Scheduled Extended Time	Yes	Yes
Student Marks Answers in Test Book	No	No
Student Reads Test Aloud to Self	Yes	Yes
Test Administrator Reads Test Aloud (in English)	<u>No</u> for English II ² <u>Yes</u> for Biology and NC Math 1 ⁶	<u>No</u> for English II ² <u>Yes</u> for Biology and NC Math 1 ⁶
Computer Reads Test Aloud—Student Controlled ⁷	<u>No</u> for English II ² <u>Yes</u> for Biology and NC Math 1	<u>No</u> for English II ² <u>Yes</u> for Biology and NC Math 1
Testing in a Separate Room	Yes	Yes

¹To 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.

Appendix A1 (continued)

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

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

⁴ For online administrations, NCTest does not block access to previously completed items (with the exception of the calculator inactive portion in the NC Math 1 assessment).

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

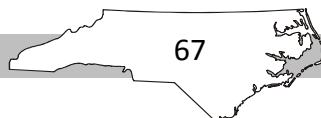
⁶Students who require the *Test Administrator Reads Test Aloud (in English)* accommodation for the Biology and/or NC Math 1 online assessments must also receive the *Testing in a Separate Room (one-on-one)* accommodation. Because of the online delivery, one form of the test cannot be selected for a group of students.

⁷The *Computer Reads Test Aloud—Student Controlled* accommodation is limited in the functionality of what text on the screen is read. Audio files are only available for item stems and answer choices. There are no audio files within the test environment for graphics, graphs, or tables within a test item, nor for application content, menus, embedded tools (e.g., Reset, Flag), error messages, warning/reminder messages, or section/test summaries. If a student requires any of these components to be read aloud, it may be appropriate for the student to receive a combination of both the *Test Administrator Reads Test Aloud* and *Computer Reads Test Aloud—Student Controlled* accommodations. Students receiving the *Computer Reads Test Aloud—Student Controlled* accommodation must also receive the *Testing in a Separate Room* accommodation (one-on-one) unless using headphones.

Appendix A1 (continued)

Note: For additional information on testing accommodations for students with disabilities, refer to the publication *Testing Students with Disabilities* and any published supplements or updates. These publications are available through the local school system or at www.ncpublicschools.org/accountability/policies/tswd.

For additional information on accommodations and guidelines for testing students identified as ELs, refer to the publication *Guidelines for Testing Students Identified as English Learners* and any published supplements or updates. These publications are available at www.ncpublicschools.org/accountability/policies/slep or through the local school system.



Appendix B

Addressing Technical Issues

Technical Specifications for NCTest



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

Technical Difficulties



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

Help Desk



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

If a problem cannot be resolved locally, the incident should be reported to

Appendix B (continued)

the Help Desk by one contact person using one method of communication (i.e., e-mail or phone call). When contacting the Help Desk, callers should provide the following information:

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

E-mail requests are preferred for Help Desk communications and should be sent to ncdesk@ncsu.edu. Phone requests can be placed by calling (919) 515-1320 from 7:30 a.m. to 5:00 p.m., Monday through Friday (excluding holidays), before and during the NCDPI-designated testing window. The Help Desk should provide the caller with a ticket number for reference. **If the Help Desk does not provide a ticket number, the caller should request one.**

Interruption during the Test



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

Items Not Displaying or Not Displaying Correctly



The test administrator must circulate throughout the room during the test administration and watch for items not displaying or not displaying correctly. If the next item does

Appendix B (continued)

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

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

Items Appearing Slowly on the Screen



The test administrator must circulate throughout the room during the test administration and watch for items that are appearing very slowly. This could mean that the server, the network, or the student's computer or tablet is running very slowly. If this occurs at any time during the test administration and it is determined that network utilization is peaking, it is strongly recommended that steps be taken to reduce network traffic. This may involve reducing the number of students testing, prioritizing Internet traffic, or other similar actions.

Appendix C

Sample Review of Accommodations Used During Testing Form

Review of Accommodations Used During Testing

Student Name	
PowerSchool ID	
Case Manager	
Choose one of the following plans (according to order of accommodations documentation).	<input type="checkbox"/> IEP <input type="checkbox"/> Section 504 Plan <input type="checkbox"/> 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"/> RTA3 <input type="checkbox"/> EOC <input type="checkbox"/> NCFE <input type="checkbox"/> CCRAA <input type="checkbox"/> CTE <input type="checkbox"/> ACCESS for ELLs
Subject/Subtest	

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.

NOTE: 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.*

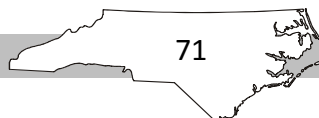
Regular Administration Other Administration

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?
<input checked="" type="checkbox"/> Example: Test Administrator Reads Test Aloud (In English) Specify: <input type="checkbox"/> Read by Student Request <input checked="" type="checkbox"/> Read Everything <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Example: Yes Test administrator read the entire test aloud. Student followed along while the test administrator read aloud.
<input type="checkbox"/> Braille Edition	
<input type="checkbox"/> Large Print Edition	
<input type="checkbox"/> One Test Item Per Page Edition	
<input type="checkbox"/> Assistive Technology Devices Specify:	
<input type="checkbox"/> Braille Writer/Slate and Stylus (and Braille Paper)	
<input type="checkbox"/> Cranmer Abacus	
<input type="checkbox"/> Dictation to a Scribe	
<input type="checkbox"/> Interpreter/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 Administrator Reads Test Aloud (In English) Specify: <input type="checkbox"/> Read by Student Request <input type="checkbox"/> Read Everything <input type="checkbox"/> Other	
<input type="checkbox"/> Computer Reads Test Aloud—Student Controlled	
<input type="checkbox"/> Multiple Testing Sessions Specify:	
<input type="checkbox"/> Scheduled Extended Time Amount:	
<input type="checkbox"/> Testing in a Separate Room Specify:	
<input type="checkbox"/> Special NCDPI-Approved Accommodation(s) Specify:	
Printed name of person completing this portion of 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/504/EL/Transitory Impairment team meeting:

This form is available in electronic format at <http://www.ncpublicschools.org/accountability/policies/accom>.



Appendix D

Calculator Use

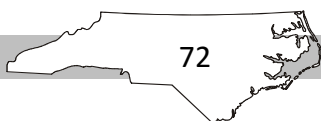
The minimum calculator requirement for the NC Math 1 EOC Assessment is a handheld graphing calculator. Students may use calculators with more than the minimum requirements (e.g., fraction keys), provided that those additional features are not prohibited. However, school systems should be cautioned that the use of these features without prior training may confuse students and adversely affect their performance during the test administration.

For the NC Math 1 assessment, all students must have access to calculators, but only during the administration of the calculator active part of the test. Students may not use calculators during the administration of the calculator inactive part of the test. Student use of calculators during the calculator inactive part of the test results in a misadministration, in which case the school and school system test coordinators must be notified immediately.

Students are to use calculators that are similar to those used during classroom instruction within the current school year. Students who regularly use more than one calculator during classroom instructional activities may be permitted to use more than one calculator during the test administration.

Restrictions: *Students are not allowed to share calculators during test administrations nor are they allowed to use calculators with the following functionalities:*

- Calculators with wireless communication technologies (e.g., Bluetooth, Infrared, and IEEE 802.11)
- Calculators with built-in computer algebraic systems (CAS) capable of doing symbolic algebra (e.g., factoring, expanding, or simplifying given variable output) or symbolic calculus
- Pocket organizers
- Handheld, tablet, or laptop/notebook computers, unless specifically approved
- Calculators built into cell phones or other electronic communication devices (**Note:** Cell phones/electronic devices are not permitted during state test administrations.)
- Calculators in pen input/stylus-driven devices (e.g., palm-based devices, tablets, laptops/notebooks, and computers)
- Calculators requiring access to an electrical outlet (except for students needing special accommodations)
- Calculators that make noises of any kind that cannot be disabled (except for students needing special accommodations)



Appendix D (continued)

- Calculators that use a QWERTY (typewriter-style) keyboard
- Calculators that use paper tape

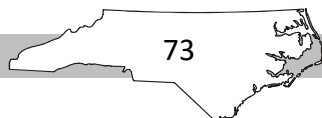
The following list includes calculators not permitted for use on North Carolina tests. The list is not all-inclusive. If the LEA/charter school test coordinator believes calculator brands other than those listed below may need to be restricted, then he or she must contact the RAC for confirmation before excluding them.

- Texas Instruments: All model numbers that begin with TI-89 or TI-92, Voyage 200, Nspire Cas (TI-Nspire CX CAS and TI-Nspire CAS with Touchpad)
- Hewlett-Packard: HP 48GII and all models that begin with HP 40G, HP 49G, or HP 50G
- Casio: Algebra fx 2.0, ClassPad 300, and all models that begin with CFX-9970G
- Virtual calculators, downloaded calculators, 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 the TI-84 Plus keypad or (2) with the Nspire keypad using operating system 1.7 or higher with both “limit geometry functions” and “disable function grab and move” invoked in Press-to-Test mode.

Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal’s designee must clear the calculator memory and all applications (including preloaded) of all calculators that will be used during each administration of the test. Only the test administrator or principal’s designee is allowed to carry out this procedure. Procedures for clearing the calculator memory (including standard memory, ROM, and Flash ROM) that are appropriate for the specific calculator model(s) must be used. The test administrator or principal’s designee should use caution when clearing calculators because different calculators require different procedures. In some cases, the calculator’s memory and applications are cleared or disabled and in others they are deleted (permanently removed).

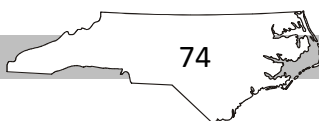
Because the memory and all applications must be cleared and all data stored in the calculator erased, students who wish to use their own calculators must be told before the test day to back up all data and programs that they wish to save. After the test administration, the test administrator or principal’s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



Appendix D (continued)

Comprehensive clearing procedures for calculators most frequently used in the state are available in Appendices D1–D6 of this guide. In addition, major calculator vendors have support teams who assist test administrators clearing calculators. Vendor contact information can be obtained through the school system test coordinator.

Note: As curricula and technology change, the policy concerning calculator requirements on North Carolina assessments will be reevaluated.

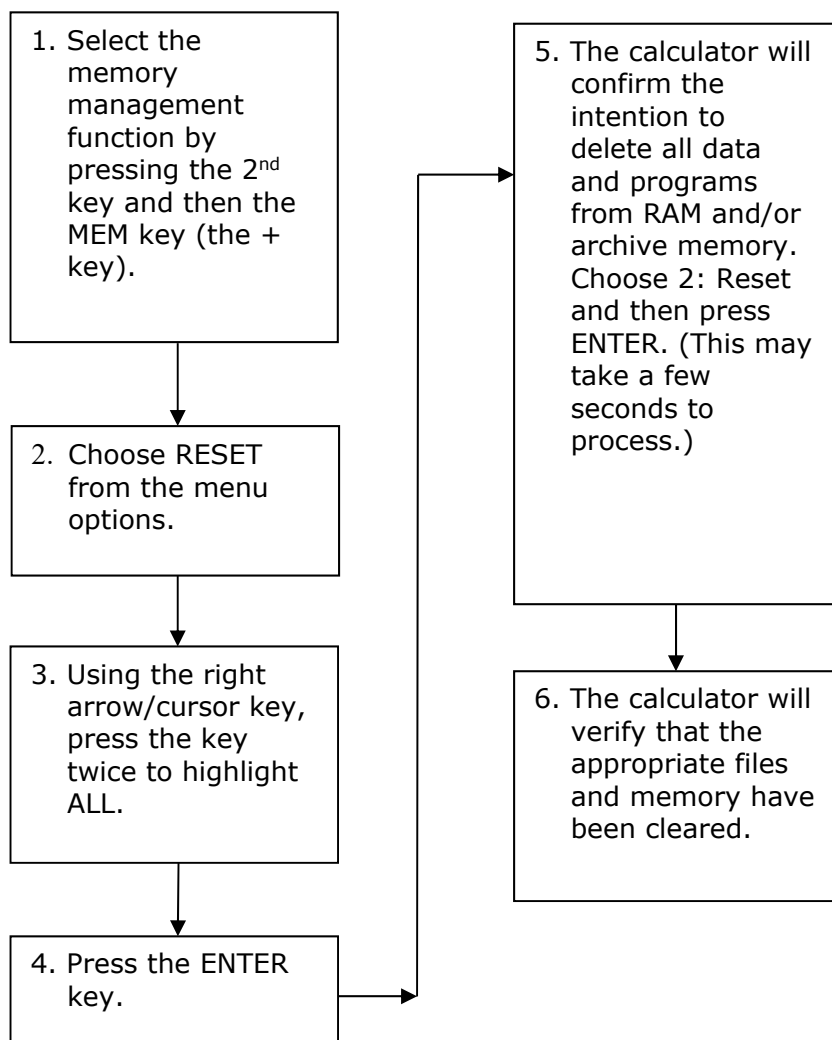


Appendix D1

**Method for Clearing Memory: Memory Management to Reset
Calculator Models: All TI-83 Plus and All TI-84 Plus Models
(See note for TI-73, TI-80, TI-81, TI-82, TI-83, TI-85, and TI-86 models)**

Overview: All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators to be used during the administration of the test. The memory management function on Texas Instruments graphing calculators will permanently delete all data, programs, and lists from RAM. Archive memories, including Apps, are cleared from TI-83 Plus and TI-84 Plus models.

Before Testing:



After Each Test Administration:

Repeat the process outlined in steps 1–6, or below for older models.

Note: Calculator Reset varies on older model calculators from Texas Instruments.

TI-73, TI-80, TI-82, TI-83, TI-85, and TI-86

Press 2nd and then MEM. Select Reset. Select All, or Reset (if All is not an option). Select options to confirm, if prompted.

Location of the MEM and Reset functions vary.

TI-81

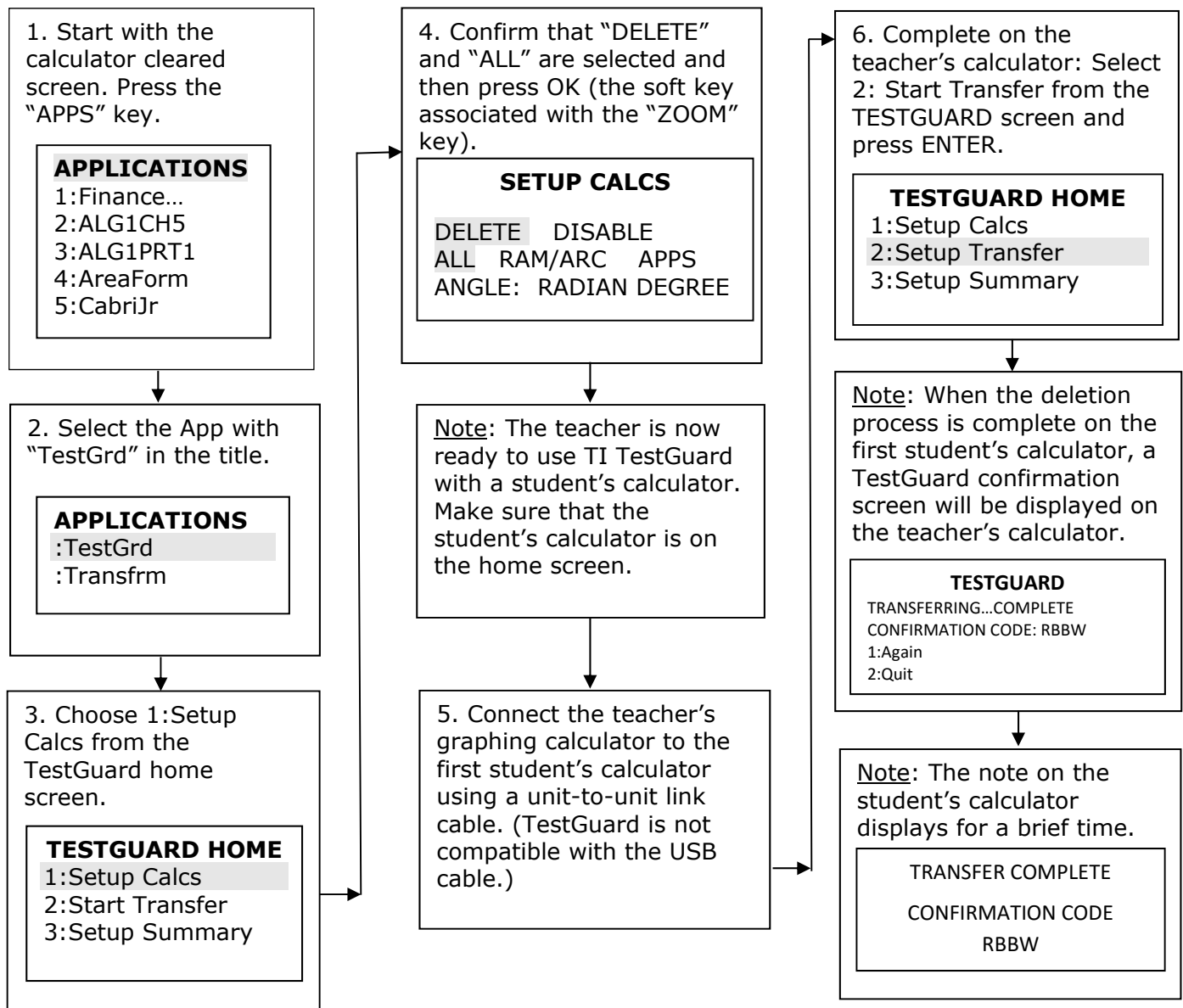
Press 2nd and then Reset. Select Reset.

Appendix D2

Method for Clearing Applications & Memory: TI TestGuard™ App Calculator Models: TI-83 Plus Family and TI-84 Plus Family

Overview: All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators to be used during the administration of the test. TI TestGuard™ is an application that can be implemented with TI-83 Plus and TI-84 Plus graphing calculators as a means of "clearing the memory and applications" of student calculators. TI TestGuard permanently deletes selected applications from TI-83 Plus and TI-84 Plus student calculators and can be obtained directly from Texas Instruments. It is a software program *designated for educators only* and should be run from the teacher's graphing calculator only.

Note: Steps 1–4 are preliminary functions done on a teacher's calculator that has been preloaded with the TestGuard App.



Appendix D2 (continued)

7. Disconnect the link cable from the first student's calculator and connect to the next student's calculator. Then select 1:Again.

TESTGUARD
TRANSFERRING...COMPLETE

CONFIRMATION CODE: RBBW
1:Again
2:Quit

Note: Repeat Steps 5-7 with all student calculators to be used in the test administration.

Note: By pressing the APPS key on a student's calculator, it can be confirmed again that this process has been successfully completed.

APPLICATIONS

1:Finance

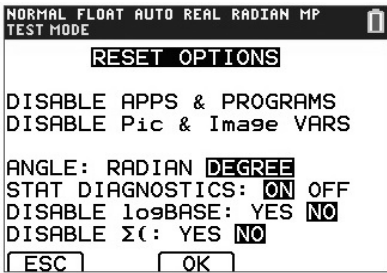
Appendix D3

Method for Clearing Applications & Memory: Press-to-Test Calculator Models: All TI-84 Plus Models


Overview: All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators to be used during the administration of the test. All TI-84 Plus models have a special key sequence that students and teachers can initiate to prepare a calculator for use in a testing environment where applications, programs, and other calculator files are not permitted. This feature is called "**Press-to-Test.**" This feature **temporarily disables** all applications, programs and calculator files. "Press-to-Test" **does not permanently delete** these files from the calculator, thereby facilitating restoration of these files after test administration. Note: **TI-84 Plus** and **TI-84 Plus Silver Edition** graphing calculators must be upgraded to **Operating System 2.53 or higher** to use Press-to-Test.

Before Testing:

1. Turn the calculator off. Press and hold down both the LEFT and RIGHT arrow/cursor keys while pressing the ON key. (All three keys must be depressed simultaneously.) The Reset Options screen will be displayed. Select NO for DISABLED logBASE and DISABLE Σ (.



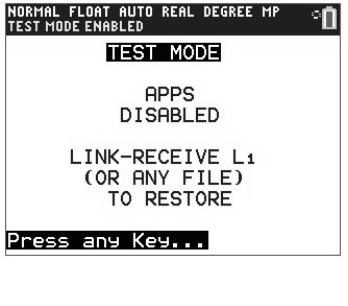
2. Press OK (the soft key for this command is the ZOOM key) and the Reset Complete screen will be displayed.



After Each Test Administration:

3. Press the ENTER key to return to the home screen of the calculator.

4. Press the APPS key to confirm again that this process has been successfully completed.



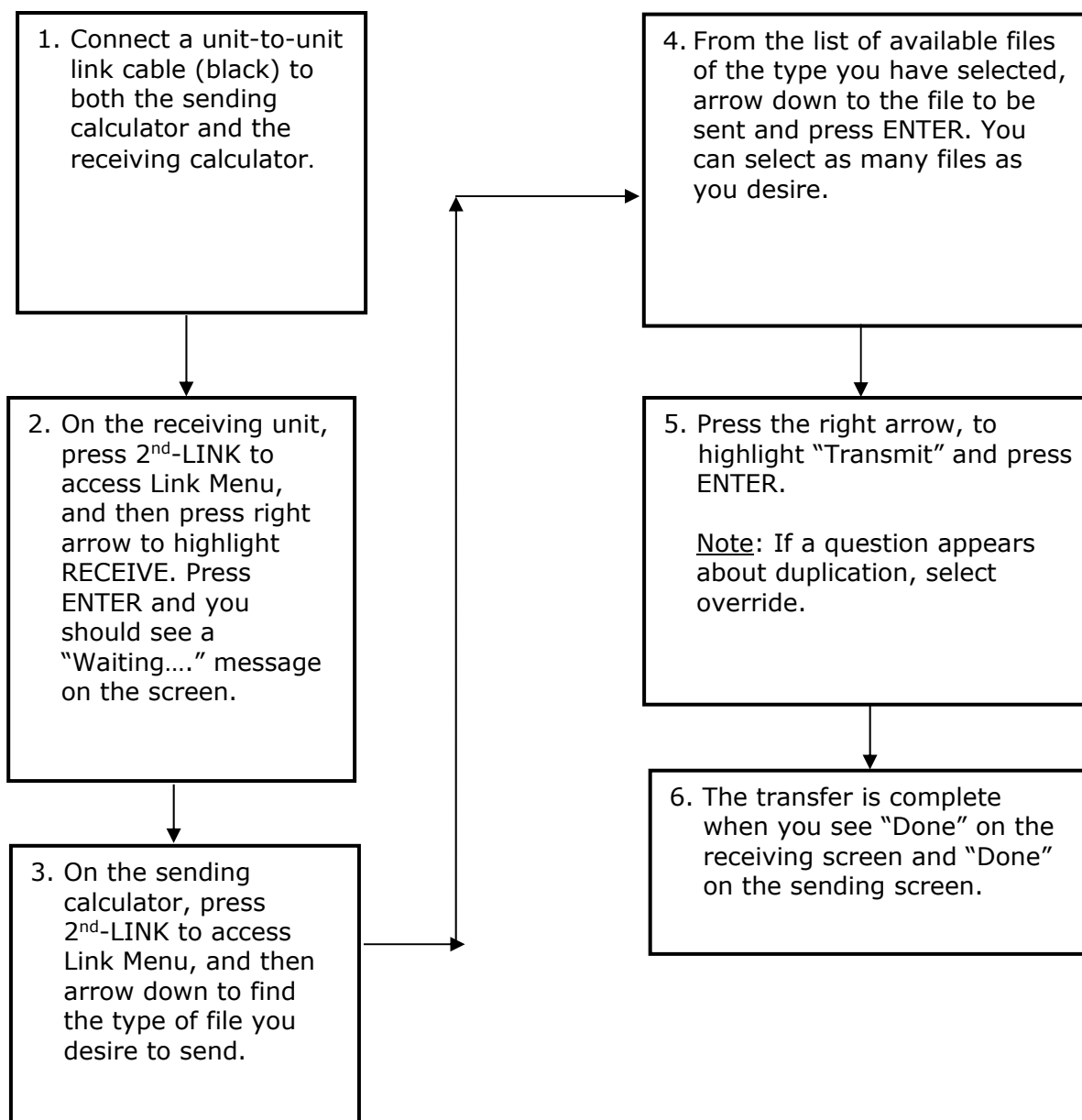
Note: Repeat Steps 1-4 after every test administration.

Appendix D4

How to Restore Files That Were on Calculators before the Reset

To Be Completed at the Conclusion of Testing:


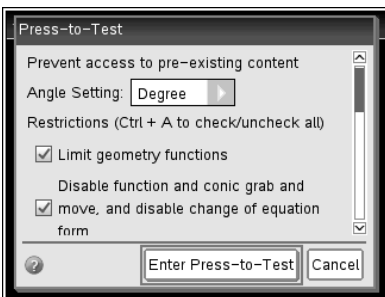

Note: To restore files that were on the calculator before the reset, transfer files from one calculator to another via the "Unit-to-Unit Transfer" function, if applicable. For instructions to reset a specific model calculator, please contact 1-800-TI-CARES (800-842-2737). On TI-84 Plus models, following these steps to send any file type will also exit Press-to-Test mode, restoring Apps and programs that were previously disabled.



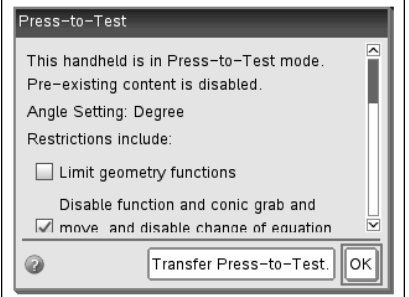
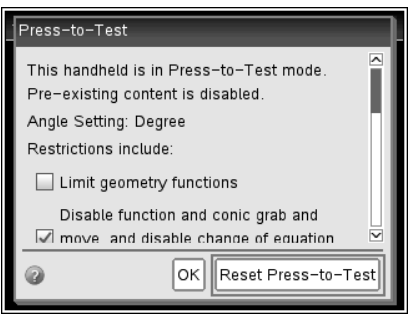
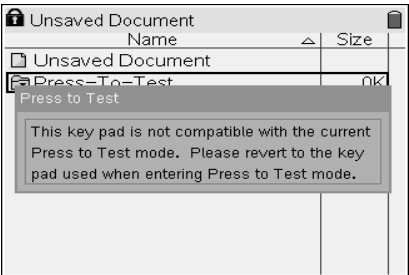
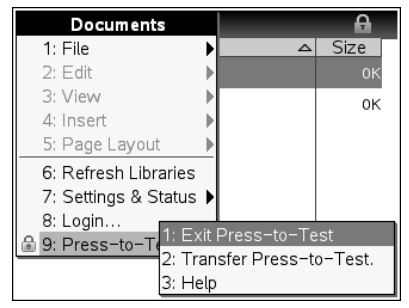
Appendix D5

TI-Nspire and TI-Nspire CX Press-to-Test Mode Keystrokes

Overview: All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and applications (including preloaded) of all calculators to be used during the administration of the test. This version of the operating system has Press-to-Test. This feature **temporarily disables** all calculator files. **Press-to-Test does not permanently delete** these files from the calculator, facilitating a quick and easy restoration of these files to the affected calculator.

<p>1. Turn the calculator OFF with the [ctrl] and then [on] keys.</p>	
<p>2. With the calculator turned OFF, press and hold down [esc] and [home icon] keys at the same time. Older models additionally require pressing the [on] key at the same time. Release the keys after you see the dialog box (pictured below in Step 3).</p>	
<p>3. Make your selections for the default angle setting and select functions to enable (uncheck) versus keep disabled (checked). Use the [tab] key to move to the different options in the dialog box and <u>click</u> to uncheck. The following functions must remain disabled (checked)</p> <ul style="list-style-type: none"> • “Limiting geometry functions” and • “Disable function and conic grab and move, and disable change of equation form”. <p>You may enable (uncheck) the “Disable $\log_b x$ template and summation functions”. When complete, highlight [Enter Press-to-Test] or [OK] (on older models) and press [enter]. The TI-Nspire will reboot with a status bar.</p>	
<p>4. Notice the flashing LED at the top of the device. It will flash green if <u>all</u> functions remain checked. It will flash amber/yellow if you unchecked “Disable $\log_b x$ template and summation functions”. During the rebooting process, there is also a red light combined with the green or amber light. Once reboot is complete, the red light goes away and the green/yellow light continues to flash.</p>	

Appendix D5 (continued)

<p>5. After the reboot, you will see a dialogue box that confirms you have entered Press-to-Test. Click [OK] to proceed.</p> <p style="text-align: center;">(Dialogue box on older models)</p>	
<p>6. During or after the exam, you can tell if a calculator is still in Press-to-Test mode by the flashing LED and also by turning the calculator OFF and back ON. You will again see a confirmation screen.</p> <p>Restoring the calculator from Press-to-Test mode will delete the documents created during testing mode and restore all previous working documents.</p> <p>Reinvoking Press-to-Test (step 1) when it is still in test mode will show a dialog box telling you that you are in Press-to-Test mode, and you can clear out the Press-to-Test documents if you want to start over with a reset calculator (image shown).</p>	
<p>7. SECURITY:</p> <ul style="list-style-type: none"> • The flashing LED is hardware-secure and cannot be affected by coded software. • The students cannot get out of this mode by removing the batteries or by resetting the device. • On models with replaceable keypads, students cannot change the keypad while in the Press-to-Test mode. If they attempt to, they will get a dialog box to change the keypad back to the one in which Press-to-Test was invoked. 	
<p>Exiting Press-to-Test mode:</p> <ul style="list-style-type: none"> • Connect two TI-Nspire or TI-Nspire CX using a unit-to-unit USB cable. • Press the [home icon] key and select My Documents. • Press the [doc] key. Or, on older models, press the [ctrl] and then the [Tools icon]. • Select the Press-to-Test options to Exit Press-to-Test. • Contact TI to learn about other methods to exit Press-to-Test. 	

Appendix D6

Resetting Casio Calculators

Overview: All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators to be used during the administration of the test.

Resetting the Calculator

1. Highlight the MEM icon on the main menu and press EXE.



2. Using the down arrow of the replay key, move the highlighting to "Reset."

```
Memory
Memory Usage
Reset
```

```
To Select:[↑][↓]
To Set   :[EXE]
```

3. Press F1 (Yes) to reset the calculator or F6 (No) to abort the operation.

```
*****
*      RESET      *
*****
RESET ALL MEMORIES?
[F1]      [F6]
[YES] RESET ALL [NO]
```

4. Once the window resets, a "Memory Cleared!" message is displayed. Press the Menu Key to return to Main Menu.

```
*****
```

```
MEMORY CLEARED!
```

```
*****
```

```
Press [Menu] Key
```

Quick Reset

You can reset the calculator by using an object like the thin, pointed end of a paper clip. Simply locate the small P-button on the back of the calculator and press the button with the end of the paper clip. This will put the screen in Step 3. "Reset All Memories" mode; then press F1 (Yes) to Reset or F6 (No) to abort the operation. Once reset, press Menu to return to the Main Menu screen.

Appendix E

Test Development Process

How Our Teachers Write and Review Test Items

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

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

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

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

If a teacher is interested in training to become an item writer or reviewer for the North Carolina Testing Program, visit https://center.ncsu.edu/nc/x_courseNav/index.php?id=21 to access the training materials.

For an in-depth explanation of the test development process see State Board policy GCS-A-013.

Appendix F

Testing Code of Ethics

Introduction

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

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

Testing should be conducted in a fair and ethical manner, which includes:

Security

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

Preparation

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

Administration

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

Scoring, Analysis and Reporting

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

Standardized test scores are only one of the many indicators of how well the student is achieving. Such information should be used in conjunction with all other available information known about a student to assist in improving student learning. The administration of tests required by applicable statutes and the use of student data for personnel/program decisions shall comply with the *Testing Code of Ethics* (State Board of Education policy GCS-A-010), which is printed on the next three pages.

Testing Code of Ethics

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

- (5) Teachers shall provide instruction that meets or exceeds the state-adopted curriculum standards to meet the needs of the specific students in the class. Teachers may help students improve test-taking skills by:
 - (A) helping students become familiar with test formats using curricular content;
 - (B) teaching students test-taking strategies and providing practice sessions;
 - (C) helping students learn ways of preparing to take tests; and
 - (D) using resource materials such as test questions from test item banks and linking documents in instruction and test preparation.
- (h) Test administration.
 - (1) The superintendent/charter school director or superintendent's/charter school director's designee shall:
 - (A) assure each school establishes procedures to ensure all test administrators comply with test publisher guidelines;
 - (B) inform the local board of education of any breach of this code of ethics; and
 - (C) inform school system (LEA) test coordinators and principals of their responsibilities.
 - (2) The school test coordinator shall:
 - (A) assure school personnel know the content of state and local testing policies;
 - (B) implement the school system and local testing policies and procedures to assure all eligible students are tested fairly;
 - (C) ensure trained proctors are assigned to test administrations by the principal; and
 - (D) ensure all testing irregularities are reported to the school system (LEA) test coordinator.
 - (3) Test administrators shall:
 - (A) administer tests according to the directions in the Assessment Guide and any subsequent updates developed by the test publisher;
 - (B) administer tests to all eligible students;
 - (C) report all testing irregularities to the school test coordinator; and
 - (D) provide a positive test-taking environment.
 - (4) Proctors shall serve as additional monitors to help the test administrator assure that testing occurs fairly.
- (i) Scoring. The school system test coordinator shall:
 - (1) ensure each test is scored according to the procedures and guidelines defined for the test by the test publisher;
 - (2) maintain quality control during the entire scoring process, which consists of handling and editing documents, scanning answer documents, and producing electronic files and reports. Quality control shall address at a minimum accuracy and scoring consistency.
 - (3) maintain security of tests and data files at all times, including:
 - (A) protecting the confidentiality of students at all times when publicizing test results; and
 - (B) maintaining test security of answer keys and item-specific scoring rubrics.
- (j) Analysis and reporting. Educators shall use test scores appropriately. This means that the educator recognizes that a test score is only one piece of information and must be interpreted together with other scores and indicators. Test data help educators understand educational patterns and practices. The superintendent shall ensure that school personnel analyze and report test data ethically and within the limitations described in this paragraph.
 - (1) Educators shall maintain the confidentiality of individual students. Publicizing test scores or any written material containing personally identifiable information from the student's educational records shall not be disseminated or otherwise made available to the public by 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);
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