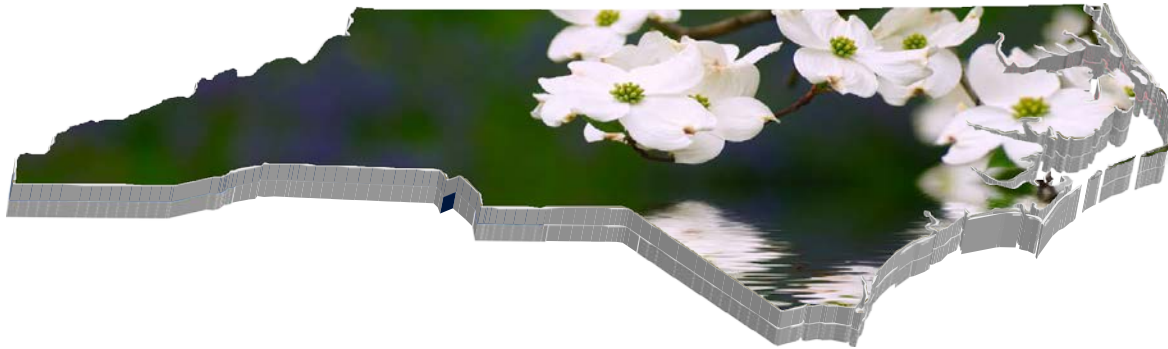


TESTING STUDENTS WITH DISABILITIES HANDBOOK



2024–25



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A. Statewide Testing and Accountability Requirements

Students classified with a disability receive special education and related services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or the Section 504 of the Rehabilitation Act of 1973. The *Testing Students with Disabilities Handbook* contains policy guidelines and procedures for testing students with disabilities as part of the North Carolina Annual Testing Program. School personnel are responsible for ensuring the policy guidelines and procedures outlined in this handbook are implemented appropriately.

All information provided in this handbook represents the North Carolina assessments and policies in place as of July 2024. Subsequent guidance and regulations from the US Department of Education may require updates to this document. The public school unit¹ (PSU) or school test coordinator should always be consulted for any updated information.

School personnel must refer to the publisher’s manual(s) to determine appropriate accommodations for tests provided by vendors (e.g., PreACT, The ACT, ACT WorkKeys, ACCESS for ELLs, WIDA Alternate ACCESS).

Duplicating or Quoting from this Handbook

North Carolina PSU personnel, parents, legal guardians, and students may duplicate or download this handbook for instructional and educational purposes. This handbook can be found on the North Carolina Department of Public Instruction’s (NCDPI) [Testing Students with Disabilities](#) website.

School-Based Management and Accountability Program

According to [General Statute §115C-105.20](#), which addresses the school-based management and accountability program, “The General Assembly believes that all children can learn. It is the intent of the General Assembly that the mission of the public school community is to challenge with high expectations each child to learn, to achieve, and to fulfill his or her potential. With that mission as its guide, the State Board of Education shall develop a School-Based Management and Accountability Program. The primary goal of the Program shall be to improve student performance.” Schools should note that students with disabilities are included in the state’s accountability program.

¹ While reviewing this publication, it is important to note that a PSU is defined as a district, charter school, lab school, regional school, or residential school. The term PSU does not include a school within a district.

The Purposes of the Annual Testing Program

The purposes of the Annual Testing Program, as described in [General Statute §115C-174.10](#), are as follows:

- “(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society;
- (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and
- (iii) to establish additional means for making the education system at the state, local, and school levels accountable to the public for results.”

A list of state-mandated tests is updated annually on the NCDPI’s [Accountability and Testing website](#).

Components of the Annual Testing Program

[General Statute §115C-174.11\(c\)](#), Annual Testing Program, states the following:

“(c) Annual Testing Program.

- (1) The State Board of Education shall adopt the tests for grades three through 12 that are required by federal law or as a condition of a federal grant. These tests shall be designed to measure progress toward reading, communication skills, and mathematics for grades three through eight, and toward competencies for grades nine through 12. Students who do not pass the tests adopted for eighth grade shall be provided remedial instruction in the ninth grade.
- (2) If the State Board of Education finds that additional testing in grades three through 12 is desirable to allow comparisons with national indicators of student achievement, that testing shall be conducted with the smallest size sample of students necessary to assure valid comparisons with other states.”

Responsibilities of Agencies

Regarding the responsibilities of agencies for testing students with disabilities, [General Statute §115C-174.12](#) states the following:

- “(a) . . . The State Board of Education’s policies regarding the testing of children with disabilities shall
 - (i) provide broad accommodations and alternate methods of assessment that are consistent with a student’s Individualized Education Program and Section 504 (29 U.S.C. § 794) plans,
 - (ii) prohibit the use of statewide tests as the sole determinant of decisions about a student’s graduation or promotion, and
 - (iii) provide parents with information about the Statewide Testing Program and options for children with disabilities.”

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

As part of the Annual Testing Program, [General Statute §115C-174.22](#) requires the administration of the PreACT for all students in the tenth grade. Students must also take The ACT per [General Statute §115C-174.11\(c\)\(4\)](#) in the eleventh grade unless the student has already taken a comparable test and scored at or above a level set by the State Board of Education (SBE). The grade 10 College and Career Readiness Alternate Assessment (CCRAA) and the grade 10 NCEXTEND1 are the alternate assessments for the PreACT. The grade 10 NCEXTEND1 is administered the last ten instructional days of the school year. The CCRAA at grade 11 and the grade 11 NCEXTEND1 are the alternate assessments for The ACT and are administered during the approved ACT testing window. The results of alternate assessments are included in school accountability reports.

Access to the General Curriculum and Assessment of Grade-Level Content

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

For students with the most significant cognitive disabilities, access to the curriculum is provided through the *North Carolina Extended Content Standards* for the state-adopted *North Carolina Standard Course of Study* for all assessed content areas (i.e., reading, mathematics, science). The alternate assessment is linked to grade-level content through the *North Carolina Extended Content Standards*. ESSA prohibits the development of additional alternate or modified assessments.

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

Per [SBE policy TEST-009](#), the information contained in the Annual Testing Program policy documents “shall apply to all public school personnel who are responsible for the implementation of the North Carolina Testing Program. These documents include the test administrator’s manuals and guides for each test, test material processing guides, handbooks, the North Carolina [Proctor’s Guide](#), the North Carolina [Testing Security: Protocol and Procedures for School Personnel](#) publication, the [Guidelines for Testing Students Identified as English Learners](#) publication, the North Carolina [Testing Students with Disabilities Handbook](#), and any subsequent published

supplements or updates and periodic training provided to each local education agency (LEA). The information shall set forth the rules and procedures required for a proper test administration and shall be provided to each LEA by the department through the LEA test coordinator. The LEA superintendent shall ensure that each school follows the established testing procedures by keeping building-level administrators informed of their responsibilities. Local boards of education shall cooperate with the State Board of Education in implementing the provisions of this policy.”

Testing personnel should refer to the most current [Guidelines for Indicator Proof\(s\) of Learning for Students with an Individualized Education Program](#) for specific information regarding policy and guidance on the North Carolina Career and Technical Education (CTE) State Assessment Program. This document is available through the NCDPI’s Office of Career and Technical Education.

Providing Information and Updates

Students, parents or legal guardians, IEP teams and Section 504 committee members, teachers, directors of instruction, exceptional children directors or coordinators, PSU test coordinators, principals, superintendents, and school directors must review this handbook to help facilitate team decisions regarding students with disabilities who participate in the Annual Testing Program. PSU and school test coordinators must provide staff members with any subsequent updates to this handbook or other publications that include information to assist in the decision-making process for testing students with disabilities.

State Policy and Federal Laws

All students with disabilities are required to participate in the Annual Testing Program by either taking the standard test administration with or without accommodations or by participating in the state-designated alternate assessment based on alternate academic achievement standards with or without accommodations. To participate in the alternate assessment, students must meet eligibility criteria established by the NCDPI, and the decision to participate in the alternate assessment must be documented in the current IEP. This policy is in accordance with IDEA and ESSA.

Per [16 N.C. Admin. Code 06G .0315](#):

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

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

General Information about Accommodations

To ensure standardized testing procedures for students with disabilities who require test accommodations, administrative procedures must be developed and implemented to ensure individual student needs are met, and uniformity of the test administration and test validity are maintained. Students with disabilities may require the use of accommodations to obtain access to a given test. Accommodations designated for the tests should be consistent with accommodations used routinely during classroom instruction and similar classroom assessments. It is important for students with disabilities to receive accommodations on state-mandated tests that allow them to demonstrate their true abilities; however, students must not receive unnecessary, inappropriate, or unfamiliar accommodations.

For any state-mandated test, accommodations must (1) be documented in the student's current IEP or Section 504 Plan, and (2) the documentation must reflect their routine use during instruction and similar classroom assessments that measure the same construct. If a student has not been provided the accommodations documented on the IEP or Section 504 Plan during instruction, the student is still required to receive the accommodations specified in the current IEP or Section 504 Plan during state-mandated test administrations. Student performance could be adversely affected if the student did not have the opportunity to become familiar with the accommodations before testing. In such cases, a local investigation must be conducted to determine if the student was adversely

affected by the provision of the testing accommodations and if a misadministration should be declared.

It is not appropriate to provide accommodations during test administrations if the purpose is to potentially enhance student performance rather than ensure equal access and opportunity to all students.

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

It is recommended that IEP teams and Section 504 committees do not give students the following accommodations for North Carolina tests designed to measure reading comprehension because they will invalidate the test score:

1. *Test Read Aloud (in English)*
2. *Interpreter/Transliterater Signs/Cues Test*
3. *Assistive Technology (AT) that reads text aloud*

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

All test administrators and proctors (if utilized) must adhere to the [Testing Code of Ethics](#) and "(1)(2) implement the school system and local testing policies and procedures to assure all students participating in the Annual Testing Program have an equal opportunity to demonstrate their knowledge on the test." Since IDEA and ESSA require all students with disabilities participate in the Annual Testing Program, a local procedure must be established in schools to ensure students with disabilities who have the appropriate documentation in their current IEPs or Section 504 Plans (1) participate in the assessment under standard conditions (i.e., without accommodations); (2) participate in the assessment with testing accommodations; or (3) if eligible, participate in a North Carolina alternate assessment (i.e., with or without accommodations).

To ensure test results are valid, all school personnel must follow the appropriate procedures for use of the accommodation or alternate assessment for students with disabilities located in this handbook and other state-published supplements or updates. If questions arise regarding procedures for determining or using either appropriate accommodations or a North Carolina alternate assessment, school staff should contact the PSU or school test coordinator.

Refer to [Section C](#) of this handbook for additional information about when a student should receive accommodations on a test or take an alternate assessment, as well as information about how to choose appropriate accommodations for testing.

B. Joint Responsibilities

Responsibilities of the PSU Test Coordinator, Exceptional Children Director or Coordinator, and Section 504 Coordinator

The PSU test coordinator, exceptional children director or coordinator, and Section 504 coordinator are to work collaboratively to provide information to school-based staff to make decisions and write plans for testing students with disabilities. The information in this section explains how to appropriately document in either the current IEP or the Section 504 Plan a student's participation in the Annual Testing Program at grades 3–12, including whether the student will participate in the:

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

Local personnel must ensure that repercussions resulting from the use of an accommodation that invalidates test scores, or taking an alternate assessment that does not lead to a standard high school diploma, are explained to and understood by parents, legal guardians, and students who are age eighteen or older. Students who are age eighteen or older are at the age of majority; therefore, they must be informed of their rights.

It is the joint responsibility of PSU and school personnel to work collaboratively to ensure the following occur within a reasonable time frame:

1. All school test coordinators, school administrators, teachers, IEP teams, Section 504 committees, parents or legal guardians, and students aged eighteen or older are informed about
 - a. the state testing requirements at each grade level (including the National Assessment of Educational Progress [NAEP], if applicable),
 - b. the guidelines governing the provision and use of testing accommodations, and
 - c. the guidelines governing the administration and use of the North Carolina alternate assessments.
2. A local monitoring system is established to ensure eligible students with disabilities, who have appropriate documentation in current IEPs or Section 504 Plans, are provided testing accommodations during the administration of state tests. A monitoring system helps ensure valid test scores and that all state policies are followed.
3. A local monitoring system is established to ensure eligible students with disabilities, who have appropriate documentation in current IEPs, participate in a North Carolina alternate assessment if they are not

participating in a statewide standardized assessment with or without accommodations.

4. Appropriate documentation of testing accommodations is included in current IEPs or Section 504 Plans.
5. All scheduling and provisions required to accommodate testing students with disabilities are in place before testing begins.
6. Appropriate accommodations are provided to students with disabilities who have documentation on file at the school.
7. A local system is established for (a) notifying parents or legal guardians, and students before the test administration date about the approved accommodations the student will be provided and (b) procedures are in place if a student declines to use the approved accommodation(s) during a test administration.
8. All appropriate staff receive training on the North Carolina alternate assessments. It is important to note that when the IEP team determines and documents that a student will participate in a North Carolina alternate assessment, the student must participate in the documented alternate assessment unless the IEP team reconvenes and changes the testing requirements. Any changes in testing requirements (e.g., change from the standard assessment to the alternate assessment or change from the alternate assessment to the standard assessment) should occur at least 120 school days before the testing window.
9. Parents or legal guardians, and students age eighteen or older are informed when their student's instruction and evaluation will be based on alternate academic achievement standards through the *North Carolina Extended Content Standards*.

Training of School Personnel

The school test coordinator is responsible for training school personnel about the appropriate way(s) to administer tests to students with disabilities before testing begins. This training must include:

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

Per [16 NC Admin. Code 06D .0307 \(a\)](#), "Only current or retired professional educators as defined in [G.S. §115C-270.1\(2\)](#), or teachers who (1) are employed by local education agencies (LEAs); and (2) have training in the Annual Testing Program as required in Rule .0308 of

this Section shall administer secure tests.”

All test administrators must: a) participate in training on the administration of state tests (i.e., standard assessments and/or alternate assessments), including the [Test Administrations Policies and Procedures Training Course](#) (online and/or paper), and on the appropriate use of testing accommodations, b) completed the [Testing Security Protocol and Procedures for School Personnel training](#), and c) sign a *Test Administrator-Confidentiality and Test Security Agreement* (which can be found in the [North Carolina Test Coordinator’s Policies and Procedures Handbook](#)).

Additionally, test administrators responsible for administering tests to students with disabilities includes review of:

1. the standard procedures for administering the test(s) in the specific test administration guide, and
2. information about delivering test accommodations during a test administration.
 - To ensure valid test results, training before the administration of each state test must include review of accommodations that have been approved for the student to use with specific tests and the appropriate use of and procedure for the provision of the approved accommodations.
 - A student may require accommodations for only one test (e.g., reading), or a student may have approval for accommodations on several tests (e.g., reading, mathematics, science). In addition, a student may have approval for more than one accommodation per test because of his or her individual needs.
 - Following the test administration, the test administrator or designated personnel must complete the accommodations provided following the directions as outlined in the test administration guide. Accommodation documentation must be accurate because it is used for state and federal reporting purposes and for making determinations about the validity of test scores.
 - Unless the provision or use of the testing accommodation requires special handling, the test administrator must follow standard procedures for processing test materials.
 - Procedures for returning paper test materials used with accommodations (e.g., *Braille Editions* or any paper test book used for marking students’ answers) can be found in the *North Carolina Test Coordinator’s Policies and Procedures Handbook*.

To avoid the appearance of a conflict of interest and to protect test administrators from allegations of impropriety, a test administrator should not be assigned to administer a test in a room where his or her relative or

ward is tested. Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the test administrator's guardianship.

Planning for Alternate Assessments

Planning alternate assessment test administrations should be conducted in collaboration with the exceptional children director or coordinator. Collaboration is recommended because test coordinators may have minimal experience working with students with disabilities, the accommodations that will be provided, or alternate assessments. Communication and cooperation among exceptional children and testing staff ensure test administrators and related personnel involved in the administration of the alternate assessment and student accommodations receive appropriate training, staff development, and support.

Additional information regarding alternate assessments can be found in [Section H](#) of this handbook.

C. Accommodations Considerations

Information in this handbook should be considered when determining how a student with disabilities will participate in state testing. Student options include:

- participation in the state test under standard conditions,
- participation in the state test with testing accommodations, or
- participation in a North Carolina alternate assessment, with or without testing accommodations. Students with only a Section 504 Plan are not eligible to participate in a North Carolina alternate assessment.

The IEP team or Section 504 committee should consider each state test separately to ensure focus on the student's needs. For example, it may be appropriate for a student to receive an accommodation during the North Carolina End-of-Grade (EOG) Test of Reading; however, the team or committee may decide the same student will take the North Carolina EOG Test of Mathematics under standard conditions.

Student Participation in the Annual Testing Program

Table 1 includes the tests all eligible students must participate in during the 2024–25 school year. (See [Section H](#) of this handbook for the alternate assessment[s] available for each test.)

TABLE 1. 2024–25 state-mandated tests

Non-Vendor Tests	
Grade Level	Test
3	Beginning-of-Grade 3 Reading Test
3–8	End-of-Grade Reading Test
3–8	End-of-Grade Mathematics Test
5 and 8	End-of-Grade Science Test
9–12 ¹	End-of-Course Biology
9–12 ¹	End-of-Course English II
8–12 ¹	End-of-Course NC Math 1
9–12 ¹	End-of-Course NC Math 3
Vendor Tests	
Grade Level	Test
K, 1–12	ACCESS for ELLs
4, 8, and 12	National Assessment of Educational Progress
10	PreACT
11	The ACT
11 or 12	ACT WorkKeys

The school test coordinator should provide the following information to IEP teams and Section 504 committees for consideration when determining how a student will participate in state tests:

1. copies of this handbook,
2. information about the Annual Testing Program:
 - i. state tests and national assessments (e.g., NAEP) required at each grade or course,
 - ii. Information about testing under standard conditions,
 - iii. [procedures for testing with accommodations](#) (including procedures to be followed in the event [1] [the student declines to use the accommodation](#) and [2] [an accommodation not located in this handbook](#) is provided during the administration of a North Carolina test),
 - iv. procedures for [North Carolina alternate assessments](#);
 - v. established local procedures for collecting information for ordering (1) paper formats such as *Braille, one test item per page* editions, *large print* editions, and *large print/one test item per page* editions; and (2) information about how to order North Carolina alternate assessments (For the North Carolina alternate assessments, PSU test coordinators must obtain accurate information in a timely manner regarding the

¹ North Carolina EOC tests are administered at the end of the course for Biology, English II, NC Math 1, and NC Math 3. Per 16 N.C. Admin. Code 06D .0309, "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."

- number of alternate assessments needed at each school so that students can be assessed during the designated testing windows.),
- vi. [IDEA](#), and
 - vii. [ESSA](#).

Instructional Accommodations

The accommodations used during instruction and classroom assessments should always be discussed, finalized, and documented in the current IEP or Section 504 Plan before the discussion and documentation of accommodations to be used during a state-mandated test administration. The accommodations for state tests should either be the same or similar to those used during instruction.

Review of Student Accommodations

The exceptional children director or coordinator and Section 504 coordinator, in collaboration with the school test coordinator, should review student testing accommodations and alternate assessment decisions before the testing plan is created for the school. This may include review of documentation in IEPs or Section 504 Plans and any available reports from Every Child Accountability and Tracking System (ECATS), PowerSchool, NC Student Information System [NCSIS], or the PSU-approved accommodations management systems.

Accessibility Framework

When determining which accommodations are needed during instruction, classroom assessments, and state testing, it is important that IEP teams and Section 504 committees recognize the array of accessibility supports available in the [North Carolina Accessibility Framework](#). The *Accessibility Framework* includes *Universal Design Features* (components of the test construct to promote access that are available for all students), *Designated Features* (available for all students regardless of IEP, Section 504, or English Learner [EL] status; however, should be teacher-supported and used on a regular basis by the student), and *Accommodations* (available only to students with a documented need in an IEP or Section 504 Plan). These three tiers of accessibility support provide increased access for all students.

The Annual Testing Program

In the event an IEP team or Section 504 committee requires guidance not specified in this document, the team or committee should contact the PSU or school test coordinator, the exceptional children's director or coordinator, or the Section 504 coordinator for clarification before arriving at a final decision. The PSU or school test coordinator can provide the IEP team or Section 504 committee with information about the potential impact of the team's or committee's decision in regard to test validity and test security

(e.g., test scheduling) in addition to mandates such as the federal ESSA legislation, the North Carolina Administrative Procedures Act, NC Administrative Codes, SBE policies, and the [Testing Code of Ethics](#).

The SBE determines proficiency standards for all North Carolina tests. IEP teams or Section 504 committees are not permitted to revise the standards established by the SBE to meet the unique needs of a student.

Testing Accommodations Documentation

There can only be one authoritative source regarding accommodations for data collection purposes. Therefore, to meet the needs of the whole child and ensure there is one complete record of all the testing accommodations that addresses the student's needs, the NCDPI has established the following authoritative order for testing accommodations documentation:

1. IEP
2. Section 504 Plan
3. English Learner Plan
4. Transitory impairment documentation

For example, all testing accommodations for a student with an IEP who is also identified as an EL must be documented in the student's IEP (including those related to the student's English learning needs). Using the IEP to document all the student's testing accommodations does not diminish the importance of the accommodations based on the student's various identifications, but rather encourages child-centered, results-oriented decision-making. All appropriate team members should be present or consulted before accommodations decisions are made.

Addressing the Use of Testing Accommodations

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

Accommodations for North Carolina-Developed Tests

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

The following accommodations approved for use by the Annual Testing Program will result in valid test scores for North Carolina-developed tests:

- *Assistive Technology*
- *Braille Edition*
- *Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, and Electronic Braille Notetaker*
- *Cranmer Abacus*
- *Dictation to a Scribe*
- *Interpreter/Transliterators Signs/Cues Test* (Use of this accommodation during the administration of a state test that measures reading comprehension invalidates the results of the test.)
- *Large Print Edition*
- *Large Print/One Test Item Per Page Edition*
- *Magnification Devices*
- *Multiple Testing Sessions*
- *One Test Item Per Page Edition*
- *Scheduled Extended Time*
- *Student Marks Answers in Test Book*
- *Student Reads Test Aloud to Self*
- *Test Read Aloud (in English)* (Use of this accommodation during the administration of a state test that measures reading comprehension invalidates the results of the test.)
- *Testing in a Separate Room*

Students with Disabilities Also Identified as English Learners

Students with disabilities who are also identified as ELs are eligible for the same state-approved testing accommodations as students with disabilities. EL students are also approved for EL specific accommodations outlined in SBE policy [TEST-011](#). Most EL testing accommodations overlap with those approved for students with disabilities except for the *Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator* accommodation.

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

[ESSA](#) requires each state have a plan for the inclusion of recently arrived ELs in the state accountability model. In North Carolina, all students identified as ELs, including students in their first year in United States schools, must participate in the Annual Testing Program using either the standard test administration with or without accommodations, or the alternate assessment with or without accommodations.

Table 2 illustrates how North Carolina includes ELs in the state accountability model for content area tests.

TABLE 2. Inclusion of ELs in the accountability model

Recently arrived EL (by year)	Year 1 (reading, mathematics, science)	Year 2 (reading, mathematics, science)	Year 3 and beyond (reading, mathematics, science)
Does the EL student take state tests?	Yes	Yes	Yes
Does the EL student receive an Individual Student Report?	Yes	Yes	Yes
Is the EL student included in the state accountability model?	No	Included for growth	Included for proficiency and growth

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

Students with Transitory Impairments and Section 504 Plans

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

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

The issue of whether a transitory impairment is substantial enough to be a disability must be resolved on a case-by-case basis, 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 should be made by school staff who are knowledgeable about the student and his or her situation.

On a case-by-case basis where supporting documentation exists, students who are identified as having a transitory impairment (i.e., not Section 504-eligible) may receive testing accommodations. Accommodations that are considered for use during testing must be used routinely during instruction and similar classroom tests. Approved accommodations for students identified with transitory impairments include those accommodations that are approved for students with disabilities. The need for accommodations must be documented before testing. Copies of this documentation must be kept at the school and shared with school test coordinators for planning purposes.

Correct Documentation of Accommodations

To maintain consistent terms across student plans, schools must ensure the language used in testing accommodations documentation (e.g., IEPs, Section 504 Plans) aligns with the state-approved language, regardless of the type of plan or documentation. For example, students who require breaks during a test administration should have the state-approved term *Multiple Testing Sessions* documented in their IEPs or Section 504 Plans. The state-approved language must be used to document both the testing

accommodations and the guidelines for providing them. Given that some accommodations require details as to how the accommodation must be provided (e.g., the amount of *Scheduled Extended Time*), it is also essential that accommodations documentation includes designated areas to record details about how the accommodation is provided. The Annual Testing Program has provided [Testing Accommodations Charts](#) to assist in maintaining alignment and consistency in accommodations documentation.

Additional information regarding the provision of accommodations for North Carolina Tests is in [Section C](#) of this handbook.

Accommodation Request

In the event the IEP team or Section 504 committee recommends the provision of an accommodation or procedures not outlined in this handbook, the PSU test coordinator must be notified immediately. An *Accommodation Request form*, located in [Appendix B](#) of this handbook, must be completed with the appropriate signatures and submitted through the online Accommodation Request System in NCTest Admin. The Annual Testing Program must receive the *Accommodation Request form* as soon as possible after the IEP or Section 504 meeting. The Annual Testing Program will provide the PSU test coordinator with a response that includes (1) whether the use of the accommodation(s) or procedures is approved or denied for use during state testing and (2) any additional details relevant to the request.

Delivery of paper requests can only be guaranteed if the Annual Testing Program receives the requests thirty school days (forty school days for Braille) before the date they are needed.

Transfer Students and Accommodations

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

Accommodations for the National Assessment of Educational Progress (NAEP)

To ensure the integrity of NAEP, every effort must be made to include selected students in the test administrations. The NCDPI recommends IEP teams and Section 504 committees use the accommodation(s) listed in the *District Assessment* section of the respective plans (i.e., IEP, Section 504 Plan) during the administration of NAEP. Using the documented accommodations listed in the *District Assessment* section of the IEPs and Section 504 Plans will provide increased access for students with disabilities. For more information about NAEP testing, refer to the [North Carolina Test Coordinator's Policies and Procedures Handbook](#).

Accommodations Tables for Online and Paper Test Administrations

Refer to tables 3 through 6 in this section of the handbook for the accommodations approved for use during state-mandated test administrations.

TABLE 3. Approved accommodations for online and paper administrations of the North Carolina’s Beginning-of-Grade 3 Reading Test, Read to Achieve Test, and End-of-Grade Tests at Grades 3–8 for students with current IEPs or Section 504 Plans¹

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

¹ All state test administrations must occur online. Students with disabilities can receive a paper format of the test if there is a documented accessibility need in the student’s current IEP or Section 504 Plan.

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

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

⁴ If the size of the large font in the online testing system is not big enough for a student with visual impairments, this option may be used in conjunction with the *Magnification Devices* accommodation, or a large print edition of the paper test may be ordered.

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

⁶ The *Student Marks Answers in Test Book* should not need to be marked as an accommodation when students are testing online because the student’s responses are entered on the computer.

⁷ Students identified as ELs and have scored below 5.0 Bridging on the most recent administration of the reading domain of the WIDA Screener/ACCESS for ELLs® are eligible to receive this state-approved EL testing accommodation.

TABLE 4. Approved accommodations for online and paper administrations of North Carolina’s End-of-Course Tests for students with current IEPs or Section 504 Plans¹

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

¹ All state test administrations must occur online. Students with disabilities can receive a paper format of the test if there is a documented accessibility need in the student’s current IEP or Section 504 Plan.

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

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

⁴ If the size of the large font in the online testing system is not big enough for a student with visual impairments, this option may be used in conjunction with the Magnification Devices accommodation, or a large print edition of the paper test may be ordered.

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

⁶ The *Student Marks Answers in Test Book* should not need to be marked as an accommodation when students are testing online because the student’s responses are entered on the computer.

⁷ Students identified as ELs and have scored below 5.0 Bridging on the most recent administration of the reading domain of the WIDA Screener/ACCESS for ELLs® are eligible to receive this state-approved EL testing accommodation.

TABLE 5. Approved accommodations for the NCEXTEND1 alternate assessments at grades 3–8, 10, and 11 for students with current IEPs only

Accommodation	Online			
	Reading Grades 3–8 and 10	Mathematics Grades 3–8 and 10	Science Grades 5, 8, and 10	Grade 11
<i>Assistive Technology</i>	Yes ¹	Yes ¹	Yes ¹	Yes ¹
<i>Braille Materials (UEB)</i>	Yes (UEB)	Yes (UEB Math/Science)	Yes (UEB Math/Science)	Yes
<i>Braille Writer/Braille Paper</i>	Yes	Yes	Yes	Yes
<i>Interpreter/Transliterators Signs/Cues Test</i>	NCEXTEND1 alternate assessments are to be read aloud to all students as specified in the NCEXTEND1 Alternate Assessment Guide ²			
<i>Large Print Materials</i>	Yes ³	Yes ³	Yes ³	Yes ³
<i>Magnification Devices</i>	Yes ¹	Yes ¹	Yes ¹	Yes ¹
<i>Multiple Testing Sessions</i>	Yes	Yes	Yes	Yes
<i>Test Read Aloud (in English)</i>	NCEXTEND1 alternate assessments are to be read aloud to all students as specified in the NCEXTEND1 Alternate Assessment Guide ²			
<i>Testing in a Separate Room</i>	Yes	Yes	Yes	Yes
<i>Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)</i>	Yes ⁴	Yes ⁴	Yes ⁴	Yes ⁴
<i>Adaptations to NCDPI-Provided Manipulatives</i>	Yes ⁵	Yes ⁵	Yes ⁵	Yes ⁵

¹ This accommodation may be used if it is accessible through the online NCTest Admin platform.

² For the NCEXTEND1 reading assessment at grades 3–8 and 10, all selections, questions, and answer choices are read aloud to all students, except the last selection. The last selection must be read independently by the student. Use of the *Test Read Aloud (in English)* or *Interpreter/Transliterators Signs/Cues Test* accommodations for the last selection will result in invalid item scores. The NCEXTEND 1 reading assessment at grade 11 has only one selection. The assessor must read the selection aloud to the student. The selection and questions may be read aloud as many times as necessary.

³ Large print materials may be created by the assessor as needed for those students who routinely have print and visual materials enlarged for instructional use. This accommodation may be used *only* for the NCEXTEND1 test cards. The selection booklets used in NCEXTEND1 reading tests are provided for all students in 22-point font.

⁴ Students identified as ELs and have scored below 5.0 Bridging on the most recent administration of the reading domain of the WIDA Screener/ACCESS for ELLs[®] are eligible to receive this state-approved EL testing accommodation.

⁵ Adaptations to NCEXTEND1 manipulatives, such as raised lines, enlarged text or pictures, placement of pictures on information boards, and use of student-specific symbols *are* allowed. Adaptations to NCEXTEND1 manipulatives may be created by the assessor as needed for those students who routinely have adaptations to materials for instructional use. This accommodation may be used *only* for the NCEXTEND1 manipulatives, such as test card kits.

TABLE 6. Approved accommodations for online and paper administrations of North Carolina College and Career Readiness Alternate Assessments (CCRAA) at grades 10 and 11 for students with current IEPs only¹

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

¹All state test administrations must occur online. Students with disabilities can receive a paper format of the test if there is a documented accessibility need in the student's current IEP.

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

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

⁴ If the size of the large font in the online testing system is not big enough for a student with visual impairments, this option may be used in conjunction with the *Magnification Devices* accommodation, or a large print edition of the paper test may be ordered.

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

⁶ The *Student Marks Answers in Test Book* should not need to be marked as an accommodation when students are testing online because the student's responses are entered on the computer.

⁷ Students identified as ELs and have scored below 5.0 Bridging on the most recent administration of the reading domain of the WIDA Screener/ACCESS for ELLs® are eligible to receive this state-approved EL testing accommodation.

Guiding Principles for Accommodations

The following “*guiding principles*” for determining if accommodations are appropriate for a student are adapted from a document published by the Council for Exceptional Children, [Making assessment accommodations: A toolkit for educators](#) (pp. 22–24).

- a) **“Do not assume that every student with disabilities needs testing accommodations and if it is determined accommodations are needed, base them on student need.”** Whether a student receives testing accommodations and what those accommodations should be based on the individual needs of the student. Decisions must not be based on a category of disability or an educational placement.
- b) **“Obtain approval by the IEP team.”** The IEP team or Section 504 committee must determine the testing accommodations.
- c) **“Be respectful of the student’s cultural and ethnic background.”** When a testing accommodation is being discussed, make sure the student and the student’s family are comfortable with it. If a student is also identified as an EL, the student’s ability to access the test from a language perspective must also be taken into consideration when making testing decisions.
- d) **“Integrate test accommodations into classroom instruction.”** Decisions regarding testing accommodations must be based on which accommodations the student requires to access instruction and similar classroom assessments. The instructional accommodation decision comes before the testing accommodation decision. Students may not use an accommodation on state tests that they have not used routinely in the classroom.
- e) **“Know which accommodations are approved for each assessment.”** Refer to the tables in [Section C](#) of this handbook for North Carolina’s approved testing accommodations specific to each test. If the IEP team or Section 504 committee determines that a student requires an accommodation not found on the tables, the process specified in this handbook under the [Accommodation Request](#) subheading should be followed.
- f) **“Plan early for accommodations.”** The need for accommodations should be evident during classroom instruction. The discussion concerning accommodations should take place well before the administrations of any assessments for which they are needed.
- g) **“Include the student in decision-making.”** Whenever possible, the student should be included in deciding whether a testing accommodation is appropriate. A student can often express whether there is a need for an accommodation and a willingness to use it. It is likely that a student who is uncomfortable with an accommodation may be reluctant to use it.

- h) **“Understand the purpose of the assessment.”** It is important to know which construct is being tested so the chosen accommodations yield valid results. For instance, use of the *Test Read Aloud (in English)* accommodation is a valid option for the North Carolina EOG Mathematics Test, but it would invalidate the results for the North Carolina Reading EOG Test because the reading tests measure comprehension.
- i) **“Request only those accommodations that are truly needed.”** The decision regarding testing accommodations must be based on the individual needs of the student. If the student does not need an accommodation to access the test, use of it may overwhelm or distract the student. For instance, if a student is provided the *Test Read Aloud (in English)* accommodation but does not need it to access the test, the distraction of someone reading the test aloud may outweigh any benefits.
- j) **“Determine if the selected accommodation requires another accommodation.”** There are some accommodations that require the student to also receive an additional accommodation to ensure correct implementation during testing. For example, a student receiving *Student Reads Test Aloud to Self* also requires one-on-one testing as the student cannot read the test aloud to self in a standard testing environment.
- k) **“Provide practice opportunities for the student.”** All students should have opportunities to practice sample questions in the same format that they will experience on the test. Practice opportunities may demonstrate that a specific testing accommodation is unnecessary for the student.
- l) **“Remember that the use of accommodations when taking a test may help students to complete the test to the best of their ability but won’t necessarily eliminate frustration about having to take the test.”** Testing accommodations are not meant to provide a student with an unfair advantage, but rather an opportunity to demonstrate what the student can do. Therefore, the use of testing accommodations does not guarantee a proficient score for the student or a reduction in test anxiety.

Use of the North Carolina Alternate Assessment

The IEP team must discuss and exhaust the use of appropriate instruction and testing accommodations before considering the need for instruction in the *North Carolina Extended Content Standards* and thereby, an alternate assessment. Students with a Section 504 Plan must participate in the standard test administration with or without the use of accommodations; these students are neither eligible to participate in an alternate assessment nor to receive instruction through the *North Carolina Extended Content Standards*. IDEA requires (1) all students, including those with disabilities, participate in statewide test administrations, and (2) if students with disabilities cannot participate in a standard statewide test administration,

with or without accommodations, they will participate in the state alternate assessment.

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

When discussing the use of an alternate assessment, the IEP team must carefully review potential long-term consequences for state and local graduation requirements with all team members, including the parent(s) or legal guardian(s), and the student, beginning at age fourteen (or younger if determined appropriate by the IEP team) for post-secondary transition planning. Automatic and blanket use of an alternate assessment for groups of students based on one or more common characteristics, such as a specific disability or low achievement, is prohibited.

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

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

The decision regarding a student's participation in an alternate assessment should be made and documented in the student's IEP at least 120 school days before the testing window. Additional information regarding North Carolina alternate assessments is in [Section H](#) of this handbook.

D. School Planning Considerations

The following information is provided as guidance for implementation of accommodations at the school level. This section also provides information about accommodations approved for use on state-mandated tests. When accommodations are provided in accordance with the procedures in this section, along with a proper test administration, results from the tests are considered valid.

Requirements to Use a Paper Form of a Test

Students must take all state-mandated tests online (except for The ACT, PreACT, WIDA Screener for Kindergarten, ACCESS for ELLs [Kindergarten], and WIDA Alternate ACCESS), unless there is a documented need for an accessible format (examples listed below) in the student's IEP, Section 504 Plan, or transitory impairment plan, and the student does not receive classroom instruction or assessments using a device. A paper form of the test is available for the small number of students who are unable to use a device due to the impact of their disabilities. Before selecting a paper version of the test, IEP teams and Section 504 committees should first consider other accessibility features, compatibility, and accommodations that may be used to access the test online. Parents, legal guardians, and students are not permitted to request paper testing without a documented need that requires paper testing.

Examples of accessibility needs requiring a paper form may include, but are not limited to:

- accommodated format due to visual impairments (e.g., Unified English Braille [UEB], uncontracted Braille, UEB double-spaced Braille, UEB with Nemeth, colored paper [when the color is not available in the online format], no gray scale),
- large-Print (when it is not possible for the student to take the test using projection or enlarged font on the device),
- neurological conditions that prohibit the student from testing on a device (e.g., concussion, seizure, migraines),
- documented physical impairments, and
- assistive technology that is not compatible with the online testing platform (e.g., augmentative and alternative communication devices).

The online ordering system is monitored, and districts or charter schools placing orders for large quantities of paper tests may be contacted by the Office of Accountability and Testing with a request to provide a rationale or justification for the use of paper tests before the order will be fulfilled.

If a paper form of a test is needed, it should be documented by selecting “Custom Accommodation,” and then specifying the reason for the paper test. For students with an IEP, when the [Review of Accommodations Used During Testing Form](#) is printed, the information included in the “Custom Accommodation” box will print after the words: “Special NCDPI-Approved Accommodation(s) Specify.”

Paper Formats

For ordering purposes, the need for a paper format of a test must be documented in the PSU-approved accommodations management system (i.e., ECATS, PowerSchool, NCSIS, PSU-approved third-party application) at the time of the IEP team or Section 504 committee meeting. Testing accommodations information must be accurate in the accommodations management system to ensure students receive the appropriate accommodations on the day of testing. To ensure adequate test production, test quality control, and test material delivery of the paper formats, the school test coordinator must work with the PSU test coordinator to order them through the Testing News Network (TNN) ordering page.

Braille, large print, one test item per page, and large print/one test item per page editions can be ordered from TNN and do not require an *Accommodation Request*. Paper formats other than those specified in this handbook (e.g., large print edition in twenty-eight-point font), must be requested via an *Accommodation Request form* as described under the *Accommodation Request* subheading of this handbook. Orders for accommodated test books will automatically be accompanied by the appropriate accommodated supplemental materials (e.g., large print graph paper).

Delivery of paper format requests can only be guaranteed if the Annual Testing Program receives them thirty school days (forty school days for Braille) before the date they are needed.

Removal of Answer Documents. Answer sheets are no longer used for paper test administrations. All students with a documented need for a paper format will mark their answers in the test book. When testing is complete, the test administrator or principal’s designee will transcribe (see below for further information about the transcription process) the student’s answers from the test book to the online testing system for the appropriate online test.

Record student’s name on test book. The student’s full name and a second identifier (e.g., PowerSchool or NCSIS number) must be written

legibly on the cover of the test book. The recorded information must uniquely identify the student.

Collecting, storing, processing, and returning paper test materials.

The PSU must follow the procedures in the [North Carolina Test Coordinator's Policies and Procedures Handbook](#) regarding collecting, storing, processing, and returning (1) paper tests, (2) original student responses recorded in a manner other than directly entered into the online testing system (e.g., AT device), and (3) original scribe recordings of student responses that were not recorded directly into the online testing system (e.g., scribe records responses on a separate sheet of paper and transcribes after the testing session).

Print error report form. If errors in any paper tests are discovered, a *Print Format Error Report Form*, which is obtained from the PSU test coordinator, must be completed and submitted to the Annual Testing Program via Technical Outreach for Public Schools (TOPS). See [Appendix G](#) of this handbook for a sample *Print Format Error Report Form*.

Entering Student Interface Questions (SIQs) for Paper Administrations

On days before a paper test administration, if designated to do so by the school test coordinator, the test administrator marks the SIQ for Transcribe Online. By checking the Transcribe Online SIQ, the student is assigned the same test form number online as he or she is administered via paper. If the Transcribe Online SIQ is not selected, the student will not be assigned the same online and paper form number; therefore, the transcriber will not be able to transcribe the student's answers from the test book to the online test.

Transcription Instructions

For students with a documented need to record test answers in a manner other than directly entering them into the online testing system (e.g., paper test administration, assistive technology device, Braille writer/Braille paper), after completion of the test administration(s), the test administrator or other designated school personnel must transcribe the students' recorded responses into the online testing system. If responses are not transcribed into the online testing system, the student(s) will receive the lowest possible score. Test administrators or other designated personnel may transcribe a student's responses if they have completed all training requirements for the test.

Transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel):

- one individual is to transcribe the student's responses,

- a second individual is to verify the transcription, and
- a third individual is to act as an objective observer of the process.

When transcribing a student's answers from the test book to the online system, the following steps must be followed:

- **Step 1.** Ensure the SIQ is set for Transcribe Online in NCTest Admin.
- **Step 2.** Launch the NCTest Secure Browser or app. and click on the **NCTest Login** button.
- **Step 3.** Enter an NC Education username and password and click **Login**. (Staff may not use the student access code when transcribing student responses.)
- **Step 4.** Choose the appropriate test from the Test Type drop-down menu.
- **Step 5.** Choose the appropriate test name from the Test Name drop-down menu and click **Continue**.
- **Step 6.** Select the Course (if applicable) from the drop-down menu and click **Select Course**.
- **Step 7.** Select the appropriate student from the list presented on the screen and click **Select Student**.
- **Step 8.** Ensure the screen is set to the start page with the correct student's name, student's ID, test name, and school name near the top of the screen.
- **Step 9.** Click the **Start** button.
- **Step 10.** Confirm the student information on the screen in the pop-up box and click **OK**.
- **Step 11.** Begin transcribing the student's responses.
 - The individual verifying responses checks each response as it is entered in the system by the transcriber, while the third individual observes the process. For mathematics tests only, all of the transcribed calculator inactive responses must be verified prior to transitioning into transcribing the calculator active section.
- **Step 12.** After all responses are transcribed and verified, click the **End Test** button. A stop sign will appear on the screen after the second **End Test** button has been clicked, and the test has been closed.
- **Step 13.** All three individuals completing the secure transcription process must sign the transcription box on the front cover of the student's test book. Ensure that all scratch and graph papers are labeled with the student's first and last name and are inserted in the student's test book, if applicable.
- **Step 14.** The test administrator or principal's designee must purge any electronic files associated with the test administration immediately following the completion of the transcription process.
- **Step 15.** Return the student's test book with the scratch and graph papers (inserted inside) to the school test coordinator.

Documentation of Accommodations Provided

To complete the entry of accommodations used by students during testing, the test administrator or other designated school personnel may receive confidential lists from the appropriate school personnel.

Following the test administration for all students requiring accommodations, test administrators or other designated school personnel complete the accommodation information using the Accommodations tab in NCTest Admin. The school test coordinator should be contacted if there are questions while entering this information.

NAEP Accommodation Procedures

The IEP team or Section 504 committee should contact the school test coordinator for the most recent list of approved accommodations designated by the NAEP to ensure that the accommodations listed in the *District Assessment* portion of the IEP or Section 504 Plan are allowable.

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

The NCDPI is committed to including as many students as possible in NAEP testing. The NAEP results for North Carolina should represent the entire student population. The IEP team and the Section 504 committee should consider ways to offer accommodations for students to enable participation in the NAEP, and every effort should be made to identify an accommodation that will facilitate students' participation. NAEP publicly reports highlight results at the state level. Student and school reports are never shared publicly.

Students with Health Monitoring Devices

Students may use health meters during test administrations, such as diabetes glucose meters, heart rhythm monitors, and insulin pumps, if they are part of their Diabetes Medical Management Plan, Individual Health Plan, or doctor's orders. Students requiring a cellular device to communicate with a monitor can have the phone in the testing room; however, the test

administrator must ensure that the phone is kept away from other students and is not used for any reason other than to communicate with the monitor.

Diabetic students wearing insulin pumps, using glucose meters, or requiring snacks do not have to test in a separate room if these accommodations have been used routinely during classroom instruction or similar classroom tests and their classmates are accustomed to the diabetes management care procedures (e.g., snacking, checking blood levels, insulin pumps or glucose meters beeping).

For vendor tests, test coordinators should refer to the vendor administration manuals, along with vendor support guides and resources for specific procedures and requirements.

Changes to Testing Accommodations before Testing

Instructional accommodations can and should be used or changed as appropriate to meet the needs of the student; however, it is best practice for a student to have at least thirty school days before the test date to use the accommodation. This helps to ensure the student has experience using the accommodation during instruction and similar classroom tests before testing. The use of testing accommodations that have not been used routinely during instruction or similar classroom tests may result in a misadministration and invalidate test scores.

Notifying Students about Testing Accommodations

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

- Identity of the test administrator, proctor (if utilized), interpreter, transliterator, or scribe (if known). It is best practice that the students know and have worked with these individuals before the test administration.
- The test date, times for the test administration, and room location.
- Which testing accommodation(s) will be provided, and the way they will be provided.

Notifying students before the test administration about the accommodations they will be provided during testing allows them to know what to expect on the day of the test. For example, if a student will be provided the *Test Read Aloud (in English)* accommodation during the administration of a mathematics test, the IEP team or Section 504 committee may have agreed and documented that the test administrator is only to read aloud upon the student's request. Alternately, it may be specified that the test administrator is to read all words aloud to the student. Knowing such details beforehand

assists the student in preparing for the test administration.

Additionally, notifying students ahead of time also gives school personnel the opportunity to address students' concerns before the test administration date. For example, when a student is notified about the accommodation before the test date, the student may state he or she does not want to use the accommodation documented in the IEP or Section 504 Plan. Knowing this information before the day of the test allows the school time to work with the student, parent or legal guardian, and the IEP team or Section 504 committee to resolve the issue before the day of the test.

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

If accommodations are documented on the IEP or Section 504 Plan on the day of testing, it is expected they will be provided during the test administration regardless of whether a student wants to use them. As noted in the previous subsection, before the test administration date, the student should be notified of the accommodation(s) that will be provided during the test administration. Documentation of notification should be maintained at the school. The student should also be reminded of the accommodation(s) on the day of testing before the test administration.

However, a student may decline the use of an accommodation during a testing session by refusing it. For example, a student who has the *Testing in a Separate Room* accommodation, but refuses to go to the separate setting, is declining a documented accommodation.

The exception to this policy is for students who have extended time documented, but do not require extra time because they finish within the provided testing time. When this occurs, the students are not declining the accommodation, instead, they did not need the accommodation.

Steps 1–5 outline the process schools must follow when a student declines the use of documented accommodations on the day of the test.

- **Step 1.** It is the school's responsibility to ensure all documented accommodations are provided to the student. If the student declines the use of an accommodation on test day, the decision is then discussed thoroughly with the student to ensure the student understands the reasons for the accommodation and the potential consequences of not using it. The student should also be informed that their parent or legal guardian will be notified of the refusal and given the option to request a retest. This step can be handled by the test administrator, principal, or principal's designee. If the student agrees to use the accommodation(s), the testing session continues.

- **Step 2.** If the student continues to decline the use of the accommodation(s), the refusal must be reported immediately to the school test coordinator to allow for any necessary changes. The refusal should also be documented on the *Review of Accommodations Used During Testing Form* indicating the student refused to use the accommodation(s). The school test coordinator will notify the exceptional children teacher, or the school Section 504 coordinator, and the district test coordinator at the end of testing.
- **Step 3.** Immediately upon completion of testing, the parent or legal guardian is notified by telephone, with a follow-up in writing, that the accommodation was provided at the start of the test administration, but the student declined the use of the accommodation. Telephone and written follow-up are to be completed by the person who manages the IEP or Section 504 Plan. Also, the school test coordinator must submit a report of testing irregularity in the [Online Testing Irregularity Submission System \(OTISS\)](#).
- **Step 4.** If the parent or legal guardian wishes to have the student retested, then this must be documented in writing with the parent's or legal guardian's signature. It is best practice not to share the first test score with the student, parent(s), or legal guardian(s) until the decision to retest is final. When a retest occurs, the second test score must stand for accountability purposes.
- **Step 5.** After all testing is complete, the IEP team or Section 504 committee should reconvene to address the recommendations for accommodation(s) and the student's concerns. The student should be encouraged to attend the meeting so that concerns, implications, and decisions about future testing accommodations can be discussed with the student before the next testing window. The *Review of Accommodations Used During Testing Forms* completed during previous test administrations should be reviewed at this meeting to inform testing accommodations decisions. More information about these forms is available in [Section G](#) of this handbook.

Procedures to Follow When Required Testing Accommodations Have Not Been Provided

If a student is not provided a required testing accommodation during a test administration, the result may be a misadministration. When a student is not provided with a required testing accommodation, the school must:

1. notify the parent or legal guardian immediately and
2. complete a Report of Testing Irregularity through the OTISS.

If the parent or legal guardian signs a statement waiving the right to have the student retested with the required accommodation, the test results from

the administration without the accommodation will be used for state and local accountability purposes and for student performance placement.

If the parent or legal guardian signs a statement indicating that the student must be retested with the required accommodation, the PSU superintendent or school director declares a misadministration, and the affected student is retested with the required accommodation. It is best practice not to share the first test score with the student, parent(s), or legal guardian(s) until the decision to retest is final. When a retest occurs, the second test score must stand for accountability purposes.

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

If a student is provided a testing accommodation that is not required based on the student's current IEP or Section 504 Plan, the result may be a misadministration. When a student is provided with a testing accommodation that is not required:

1. notify the parent or legal guardian immediately,
2. complete a Report of Testing Irregularity through the OTISS,
3. conduct an investigation to determine if the provision of the accommodation results in a misadministration,
4. declare a misadministration by the PSU superintendent or school director if necessary, and
5. administer another secure form of the test to the affected student without the provision of the accommodation. If, after the investigation a misadministration is not declared, the test results from the administration with the undocumented accommodation will be used for state and local accountability purposes and for student performance placement.

Accommodations Not Described in this Handbook

The provision of accommodations not included in this handbook may result in invalid test scores. The process described in the [Accommodation Request](#) subheading in [Section C](#) of this handbook must be followed to determine if the accommodation(s) will invalidate results of the test.

Valid and Invalid Test Results

All valid test scores remain in the student's permanent record and are used for accountability purposes. Invalid test results must not be included in the student's permanent record or be used for accountability purposes.

Procedures for Additional Personnel

A student who has assigned personnel (e.g., paraprofessionals, interveners, one-on-one, assistants), as documented in their IEP, to access his or her education and environment must receive training on their role during testing.

The assigned personnel must attend all test administrator training sessions before testing to ensure test security is maintained at all times; however, the assigned personnel are not permitted to administer the test.

E. Accessibility Framework

North Carolina's *Accessibility Framework* consists of three tiers of supports that are available to students during instruction and testing. The *Accessibility Framework* includes *Universal Design Features* (components of the test construct to promote access for all students), *Designated Features* (available for certain students, as indicated by the teacher, regardless of IEP, Section 504, or EL status), and *Accommodations* (available only to students with a documented need in an IEP, Section 504 Plan, or EL Plan). Universal design features and designated features are accessibility supports that are either embedded and provided digitally through instructional or test technology or are non-embedded and provided locally. Educators should refer to this framework when considering both instructional and testing accessibility supports for all students.

Tier 1: *Universal Design Features*

Tier 2: *Designated Features*

Tier 3: *Accommodations*

Tier 1: Universal Design Features

Digital Notepad

- Scratch paper used during online testing to make notes or record responses.

Electronic Pen

- A writing tool used to make notes or mark in the online test.

Expandable Selections (all platforms except iPad)

- A divider bar in the middle of the screen that can be adjusted to show more of the selection or more of the question.

Flag for Review

- An online tool allowing the student to flag any questions for review later.

Graph Paper (mathematics tests)

- The student uses graph paper to make notes or record responses.

Highlighters or Colored Pencils

- Highlighters or colored pencils may be provided for marking desired text, questions, or response options with a color.

Tier 1: Universal Design Features

Highlighter Tool

- The student uses this online feature to mark desired text, questions, or response options with a color.

Keyboard Navigation

- The student is able to use the keyboard (e.g., arrow keys) to navigate through the test and turn tools on the toolbar on and off.

Online Calculator

- The student can click on a button to activate an embedded, on-screen digital calculator for test questions that permit the use of a calculator.

Read Aloud Test Directions (in English)

- Test administrators can read test directions aloud to students as many times as necessary for students to understand the directions.
- Test administrators must not omit, revise, interpret, explain, or paraphrase the test directions.

Scratch Paper

- The student uses scratch paper to make notes or record responses.

Strike-Through Tool

- This online tool allows the student to put an X on the screen. For example, the student could place an X on answers that the student does not think are correct.

Considerations and Instructions for Designated Features

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

Tier 2: Designated Features

- Available to certain students when the need has been indicated by an educator (or a team of educators) who is familiar with the student's individual needs. Designated features should be used consistently during classroom instruction and assessments; they should not be used for the first time during state tests.
- Designated features are not limited to students with IEPs, Section 504 Plans, EL Plans, or transitory impairment documentation.
- If students have an IEP, Section 504 Plan, EL Plan, or transitory impairment document, all designated features must be documented in the student's current plan before test day.
- For students with an IEP or Section 504 Plan, designated features may be documented by selecting "Custom Accommodation", then specifying the reason for the designated features. For students with an IEP, when the *Review of Accommodations Used During Testing Form* is printed, the information included in the "Custom Accommodation" box will print after the words: "Special NCDPI-Approved Accommodation(s) Specify."

Tier 2: Designated Features

Adapted Pencil	<ul style="list-style-type: none"> • A writing utensil that may be larger in diameter or may have a modified special grip.
Adaptive Seating	<ul style="list-style-type: none"> • Must be consistent with the seating used routinely during classroom instruction and similar classroom tests. • May include round tables, standing desks, stability or yoga balls, working on the floor with a clipboard, sitting on a couch, or sitting on a floor mat at a table. • Must be positioned in such a way that no student is able to see another student's test documents. • All rooms with adaptive seating designated for testing (including those to which students may be relocated) must be approved by the RAC before testing can occur.
Alternate Background Color and Color Contrast	<ul style="list-style-type: none"> • An online tool that changes background color to provide color contrast on the device's screen. • The required Online Assessment Tutorial is used to determine a student's preferred alternate background color. • Options for color contrast include a background of white, yellow, green, gray, or cream with black font, or a black background with white font. • This tool must be preselected in the student interface questions (SIQ) in NCTest in order to be available at the time of testing.
Color Acetate Overlays	<ul style="list-style-type: none"> • A color acetate overlay can change background color to provide the student with higher contrast or glare reduction. • A student may use only one color overlay for testing.

Tier 2: Designated Features continued

Large Font

- Large font is available online for students who need a font size beyond the standard, 12-point Verdana.
- To allow the student access to large font on the test, it must be selected in the student's SIQ before test day.
- The online large font size is 18-point Verdana.

Noise-Cancelling Headphones and Ear Plugs

- Headphones and ear plugs reduce unwanted ambient and low frequency sounds.
- Headphones must not be connected to any device either wirelessly (e.g., Bluetooth) or through a wired connection.

Preferential Seating in the Classroom

- Preferential seating in the classroom (i.e., not in a separate setting) may be used for students for the administration of all tests in the Annual Testing Program.
- Preferential seating may be appropriate for students who have difficulty maintaining attention in a group setting, students who use specialized equipment that may be distracting to others, or students with visual impairments who may need special lighting or a seat closer to the front of the room.
- All preferential seating must be positioned in such a way that no student is able to see another student's test documents.

Reading Tracker

- A tracking tool guides the student's eyes while reading text.
- Reading trackers must be blank (i.e., empty space on both sides) for test administrations.

Redirection

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

Tier 2: Designated Features continued

Test Read Aloud
(in English)

- This only applies to online mathematics and science tests. If this is provided for any test measuring reading comprehension, the test results are deemed invalid.
- Students can control which portions of the online test are read aloud by clicking a button beside the desired text.
- The online audio files are computer-generated modulation and not human vocalizations.

Tier 3: Accommodations

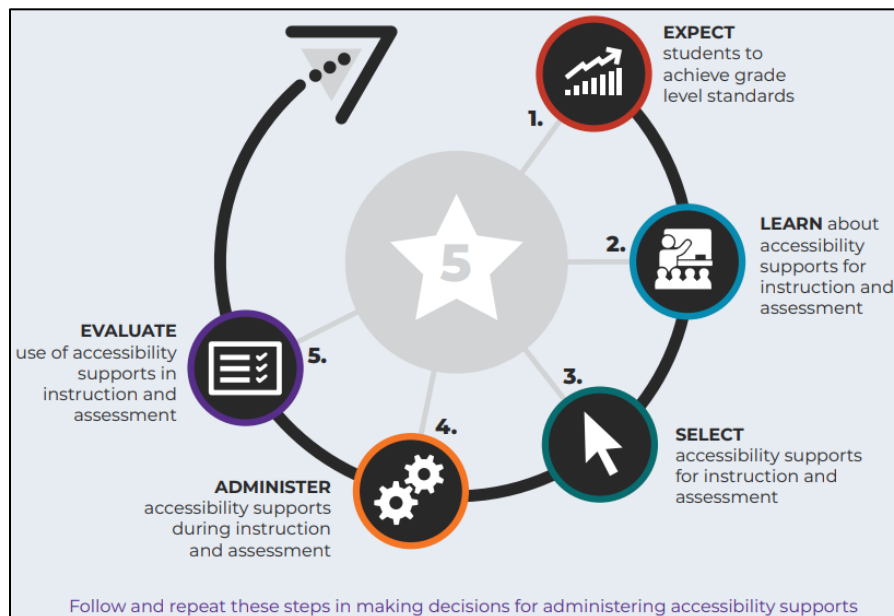
- Available in North Carolina for students with a current IEP, Section 504 Plan, or EL students who have scored below 5.0 Bridging on the most recent administration of the reading domain of the WIDA Screener or ACCESS for ELLs test.

Accommodations are changes in procedures or materials that ensure equitable access to instructional and test content for students who need them. When accommodations are provided in accordance with the appropriate procedures and a proper test administration, results from the tests are deemed valid.

Specific information about approved accommodations for use on state-mandated tests for students with an IEP or Section 504 Plan can be found in [Section F](#) of this handbook. Additional information about accommodations available to ELs can be found in the [Guidelines for Testing Students Identified as English Learners](#) publication.

Accessibility Framework Decision-Making Support

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



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

F. Accommodation Options

The following accommodations are approved for use by the Annual Testing Program¹:

- *Assistive Technology*
- *Braille Edition*
- *Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, and Electronic Braille Notetaker*
- *Cranmer Abacus*
- *Dictation to a Scribe*
- *Interpreter/Transliterators Signs/Cues Test*
- *Large Print Edition*
- *Magnification Devices*
- *Multiple Testing Sessions*
- *One Test Item Per Page Edition*
- *Scheduled Extended Time*
- *Student Marks Answers in Test Book*
- *Student Reads Test Aloud to Self*
- *Test Read Aloud (in English)*
- *Testing in a Separate Room*

¹Accommodations may be used if it is accessible through the online NCTest platform.

Assistive Technology (AT)

An AT device is defined as “any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability” (Code of Federal Regulations [§300.5](#)). For the purposes of this document, AT will be used to collectively describe devices (low-tech and/or high-tech) or services documented in a child’s IEP or Section 504 Plan.

The *AT* accommodation may be used with any state-mandated test if the use does not invalidate the results from the test administration. Refer to the tables in [Section C](#) of this handbook for a list of the tests permitting an *AT* accommodation.

Examples of AT usage that invalidate test results include:

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

When school-based personnel have questions regarding appropriate AT use during test administrations, the PSU test coordinator must be contacted. The PSU test coordinator will contact the regional accountability office for further clarification regarding the use of AT, if necessary.

Considerations and Instructions

Preparations must be made before the test administration to accommodate students who are able to use the *AT* accommodation during the scheduled test administration. The principal or the principal’s designee, usually the school test coordinator, shall arrange for student access to the appropriate AT during the scheduled test administration.

The test administrator must check the AT (e.g., device) before the test administration to ensure it is working properly. Any files saved to the device must be deleted before testing. If the student is keying responses on a device, the student must be reminded to save the file periodically during the testing session. However, at the end of the test administration, the saved file must be deleted.

The following AT examples may be specified in the IEP or Section 504 Plan as part of an accommodation for any state test, including alternate assessments, unless otherwise noted:

1. Students may use low-technology devices, such as
 - clipboards
 - dry erase boards and markers
 - nonslip mats or materials
 - slant boards
 - Braille math windows
 - Braille coordinate grids

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

2. Students may use sensory techniques, such as
 - a hand fidget or comfort item
 - a weighted blanket or vest
3. Students may use amplification devices, such as
 - hearing assistance technology
 - whisper phones or PVC pipes

Students may use hearing assistance technology such as personal amplification and remote microphone systems (RMS). This includes, but is not limited to, hearing aids (including Bluetooth), cochlear implants, digitally modulated (DM) systems, and frequency modulated (FM) systems used to hear instructions read aloud by the test administrator as part of the standard test administration and to hear words read aloud by the device or the test administrator if the *Test Read Aloud (in English)* accommodation is used. Students provided the *Test Read Aloud (in English)* accommodation must also be provided the *Testing in a Separate Room* accommodation (small group or one-on-one), unless the student is testing online wearing headphones or the audio is played directly through their hearing assistance technology. The use of the *Test Read Aloud (in English)* accommodation during the administration of any state test that measures reading comprehension invalidates the results of the test.

If using a whisper phone or PVC pipe, the student must also be provided the *Testing in a Separate Room* (one-on-one) accommodation.

4. Students may use special lighting (e.g., 75-Watt incandescent light on desk).
5. Students may use speech recognition systems (i.e., students dictate commands and responses to the device) as an accommodation. If using speech recognition systems, the student must also receive the *Testing in a*

Separate Room (one-on-one) accommodation.

6. Students may use talking word processors or screen-reading software (i.e., the device reads aloud what the student has entered) as an accommodation. If using talking word processors or screen-reading software, the student must use headphones. If the student does not use headphones, the student must also receive the *Testing in a Separate Room* (one-on-one) accommodation.
7. Students may use keyboarding devices. Students may use typewriters, word processors, or electronic Braille note takers during the test administration.
8. Alternative or customized keyboards, "sticky keys," touch screens, and trackballs may be used as accommodations unless their use would invalidate test results.
9. Screen-enlarging programs, magnification, and document reader programs may be used as an accommodation.
10. Students may use the accessibility options of an operating system if a device is being used. Examples are filter keys, toggle keys, and high-contrast settings. These options may be used as accommodations unless their use would invalidate test results.
11. Students may use audiotapes or an mp3 recorder to record their responses during the administration of state tests. If using audiotapes or an mp3 recorder to record responses, the student must also receive the *Testing in a Separate Room* (one-on-one) accommodation. After completion of the test administration, the test administrator or other designated school personnel must transcribe the student's recorded responses into the online system. See the [Transcription Instructions](#) section for more information about how to transcribe student's answers from the paper test to the online test. Once the transcription is completed, the audiocassette must be securely destroyed or the mp3 recording must be deleted. The PSU or school is to supply the materials needed to provide this accommodation.
12. Students who routinely use an eye gaze device, process, or software during daily written work and instruction and for similar tests may use that same technology during testing. All requirements for a word processor accommodation must be followed when using an eye gaze system.
13. Students who routinely use an interactive whiteboard during daily written work and instruction and for similar tests may use the same technology during testing. Online tests can be projected onto an interactive whiteboard for a student to access the test. No portion of the test(s) can be saved or maintained on the board or an attached machine. If using an interactive whiteboard, the student must also receive the *Testing in a Separate Room* (one-on-one) accommodation. Staff must ensure that test questions are not visible to others.

If AT is used during testing, test administrators must ensure the software is compatible with the NCTest Secure Browser, NCTest Chrome app. (Android app., if available), or NCTest iPad app. and does not cause the browser or app. to close when the technology is used. Any program or software that shares any testing information to a third-party must not be used in conjunction with NCTest.

Technology that reads tests aloud. North Carolina reading tests are designed to measure reading comprehension. If a student uses AT that reads a reading test aloud to the student, the test results are deemed invalid. North Carolina reading tests include (1) the BOG3 reading test, (2) the Read to Achieve test, (3) the EOG reading tests, and (4) the EOC English II test.

AT that reads tests aloud includes speech synthesizer and screen-reader software and optical character recognition and scanners.

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

Calculators. Students may use calculators as accommodations only when calculator use is part of the standard test administration. The policies and procedures for calculator use are in each test administration guide.

When documented in an IEP or Section 504 Plan as part of an AT accommodation for any state test, including an alternate assessment, the following calculators may be used during the calculator active section of a mathematics test:

1. **Talking calculators and large key calculators.** Students using “talking” calculators must either use headphones or receive the *Testing in a Separate Room* (one-on-one) accommodation so as not to disturb other students during the test administration.
2. **Calculators that print as an AT accommodation.** If a student uses a calculator that prints, any printed materials are considered secure test materials that must be recycled or destroyed in a secure manner as defined in the [North Carolina Test Coordinator’s Policies and Procedures Handbook](#).
3. **Graphing calculators and software programs.** For those students who require auditory and tactual access to graphing calculators, the IEP team or Section 504 committee may determine that the students may use software programs approved by the Annual Testing Program. (The software programs must be approved through the *Accommodation Request* process to ensure validity of test results.) The student must use the program on a consistent basis during regular classroom instruction and similar classroom tests, and the calculator must operate

independently during the test administration. Immediately following the test administration, any saved files that contain test questions must be purged, and any embossed test questions created by the software program must be recycled or destroyed in a secure manner as defined in the *North Carolina Test Coordinator's Policies and Procedures Handbook*. For more information on graphing calculator accessibility, contact the NCDPI's Office of Exceptional Children.

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

- calculators with wireless communication technologies (e.g., Bluetooth, Infrared, or Wi-Fi),
- calculators with built-in computer algebraic systems (CAS) capable of doing symbolic algebra (e.g., factoring, expanding, or simplifying given variable output) or symbolic calculus,
- calculators built into cell phones or other electronic communication devices, (Cell phones and other electronic devices are not permitted during state test administrations.)
- calculators in pen input or stylus-driven devices (e.g., palm-based devices, tablets, laptops, notebooks, and computers),
- calculators requiring access to an electrical outlet (except for students approved via an *Accommodation Request*),
- calculators that make noises of any kind that cannot be disabled (except for students approved via an *Accommodation Request*),
- calculators that use a QWERTY (typewriter-style) keyboard (except for students using electronic Braille note takers with this type of keyboard), or
- calculators that use paper tape.

Students requiring the use of a calculator via a handheld device (e.g., tablet or notebook computer) or laptop must be approved via an [Accommodation Request](#). Pocket organizers with a calculator function are not permitted.

The following list includes calculators not permitted for use on North Carolina tests. The list is not all-inclusive. If the PSU test coordinator believes calculator brands other than those listed below may need to be restricted, then the regional accountability office must be contacted for confirmation before excluding them.

- Texas Instruments: All model numbers that begin with TI-89 or TI-92, Voyage 200, Nspire CAS (TI-Nspire CX CAS and TI-Nspire CAS with touchpad)
- Hewlett-Packard: HP 48GII and all models that begin with HP 40G, HP 49G, or HP 50G
- Casio: Algebra fx 2.0, ClassPad 300, and all model numbers that begin with CFX-9970G

- virtual calculators, downloaded calculators, and calculator apps.
- calculators accessible by desktop, laptop, or other devices (e.g., iPad, Chromebook)

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

Transcribing student responses. When transcription is required as part of an *AT* accommodation, school staff should refer to the [Transcription Instructions](#) subsection of this handbook. The test administrator or principal’s designee must purge any electronic files associated with the test administration immediately following the completion of the transcription process.

Use of AT Not Specifically Listed in This Handbook

In the event the IEP team or Section 504 committee recommends the use of *AT* that is not specifically listed in this handbook, the team or committee should follow the steps described in the *Accommodation Request* subheading of this handbook to request use of the *AT* accommodation during state tests.

Questions for the IEP Team or Section 504 Committee

The IEP team or Section 504 committee is encouraged to consider the following questions when determining whether the *AT* accommodation is appropriate for the student:

1. Does the student routinely use *AT* during classroom instruction and similar classroom tests?
2. If the IEP team or Section 504 committee is considering the use of *AT* that reads aloud a state test that measures reading comprehension, has the team or committee considered that the test results will be invalid and the possible implication for the student? The IEP team or Section 504 committee should refer to the [Valid and Invalid Test Results](#) subheading in this handbook to review information regarding invalid test results for North Carolina tests.
3. If the IEP team or Section 504 committee is considering the use of a calculator during the administration of a state test that does not permit the use of calculators, has the team or committee considered that the test results will be invalid and the possible implication for the student? The IEP team or Section 504 committee should refer to the *Valid and Invalid Test Results* subheading in this handbook to review information regarding invalid test results for North Carolina tests.

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

Braille Edition

When administering a test to a student who reads Braille, the test administrator must be knowledgeable of the Braille code used by the student. The test administrator must attend all test administrator training sessions provided before testing and should understand how to administer the Braille test.

Test materials must be available in the Braille code that is used most efficiently by each test taker as indicated on their IEP or Section 504 Plan. IEP teams and Section 504 committees must determine at the annual meeting which Braille code is appropriate for the student and document the appropriate type in the accommodations data management system.

The Unified English Braille (UEB) and UEB Math/Science code are available for all grades. An [Accommodation Request](#) must be submitted for English Braille American Edition (EBAE) or UEB with embedded Nemeth text. A rationale documenting why the student is not able to participate in the test using the UEB must be included when EBAE or UEB with Nemeth is requested.

UEB code and UEB Math/Science reference sheets do not accompany Braille editions for use during secure state test administrations. The information located on code reference sheets should be addressed during classroom instruction.

Contracted and Uncontracted Braille

The Annual Testing Program produces tests using contracted Braille. Contracted Braille, or “Grade Two” Braille, is written with a variety of standard shortcuts for digraphs, parts of words, and entire words.

An *Accommodation Request* must be submitted to the Annual Testing Program for the provision of uncontracted Braille test editions. Uncontracted Braille, or “Grade One” Braille, is written letter to letter with each word spelled out completely.

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

Before test day, students should have access to and become familiar with any Braille reference tables, periodic tables, or graph paper that will accompany their tests. The PSU test coordinator can submit an *Accommodation Request* form to receive embossed copies of these supplemental materials before the test date for Braille students to use during instruction and similar classroom

tests. Online submission of the *Accommodation Request* is available in NC Education in the TNN Test Materials Order System. See [Appendix B](#) of this handbook for a sample request form.

Students with visual impairments who do not have fluent Braille skills may require additional accommodations for access. In addition to a Braille test book, the students may require that the test is read aloud while the test administrator or scribe records their responses. (Tests that measure reading comprehension, such as the North Carolina EOG Reading and EOC English II tests, must not be read aloud, as this would invalidate the students' scores.) See the information in this handbook on the [Test Read Aloud \(in English\)](#) accommodation, including information regarding the reading aloud of North Carolina reading tests and consequent validity.

Ordering Braille Editions and Supplemental Materials

For ordering purposes, UEB Braille editions must be entered into the PSU-approved accommodations management system (i.e., ECATS, PowerSchool, NCSIS, PSU-approved, third-party application) at the time of the IEP team or Section 504 committee meeting. Testing accommodations information must be accurate in the accommodations management system to ensure students receive the appropriate accommodations on the day of testing.

To ensure adequate test production, test quality control of test materials, and timely delivery of the Braille versions, the PSU test coordinator must place the test material order as soon as the ordering system is available. Delivery of Braille test materials in time for testing can only be guaranteed if the Annual Testing Program receives them forty school days before the date they are needed.

Considerations and Instructions

Students who read Braille may require additional time to complete the test. Research has shown, "Braille readers are one third to one half the reading rate of their sighted peers" (Ferrell, Mason, Young, & Cooney, 2006). If this is the case for a student, it may be necessary to consider the *Scheduled Extended Time* accommodation, the *Multiple Testing Sessions* accommodation, or both.

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

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

Standard copy of the test book. The test administrator must have a standard print copy of the test book (i.e., same form letter and number as the student's Braille edition) in case the student asks questions. The test administrator should ensure the form of the standard test book matches the Braille edition form before beginning the test administration. If the student asks questions during the test and is in the regular classroom with other students who are testing, caution should be taken that no answers are given that would deviate from the standardization of the test administration. Security of test questions must be maintained, and distractions in the testing environment must be minimized.

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

Transcribing the student's Braille responses. For information on transcribing student responses refer to the [Transcription Instructions](#) subsection of this handbook. If a student's responses require the transcriber to transcribe information from a Braille format (i.e., answers marked in Braille test book or student used a Braille writer), the transcriber must be trained and proficient in reading Braille. The transcription must be checked by another Braille-proficient school official to ensure no errors occurred.

The test administrator or principal's designee must purge any electronic files associated with the test administration immediately following the completion of the transcription process.

Questions for the IEP Team or Section 504 Committee

The IEP team or Section 504 committee is encouraged to consider the following questions when determining whether the *Braille Edition* accommodation is appropriate for the student:

1. Does the student routinely use Braille materials during classroom instruction and similar classroom tests?

2. What Braille code is being used with instructional materials?
3. Are UEB literary code and UEB Math/Science reference sheets available during classroom instruction?
4. Does the student have fluency with contracted Braille?
5. How will the team or committee ensure the appropriate Braille editions will be ordered for the student's test administrations?
6. How will the student record responses to the Braille edition of the test (e.g., mark in the test book, use a Braille writer, dictate to a scribe, or use an assistive technology device), and is this accompanying accommodation documented in the IEP or Section 504 Plan?
7. Should the student be provided the Braille edition during the test administration in the regular classroom setting, or should the student also use the *Testing in a Separate Room* accommodation?
8. Should the student also be provided the *Scheduled Extended Time* accommodation, the *Multiple Testing Sessions* accommodation, or both?

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

Braille Writer/Braille Paper

A Braille writer is a manual Braille device with a six-key entry system for producing embossed Braille for tactile readers. A thick stock Braille paper is used with this device. In addition to the six keys that form a full Braille cell, the device has adjustable margins, carriage return, space bar, backspace, and line feed key.

Slate and stylus/Braille Paper

Slates are rectangular-shaped devices, either metal or plastic, that work in conjunction with a stylus to produce Braille. The slate and stylus can be used with a thick-stock Braille paper. The stylus is used to create Braille by forming impressions into the Braille cell molds of the slate. This device is for smaller amounts of material and produces Braille in a reverse order (i.e., right to left).

Electronic Braille Notetakers

An electronic Braille notetaker is a portable computerized device capable of storing and retrieving information with output as refreshable Braille, embossed Braille, or printed text. This device has many features allowing document and audio creation. It has accessories such as a built-in calculator that may be used during the administration of state tests that allow calculator use; however, if it is used during the administration of a state test that does not allow the use of calculators (e.g., calculator inactive part of the EOG and EOC mathematics tests), the test results are invalid. The calculator on this device can be disabled, so the test administrator must ensure the student uses the device as specified by the IEP team or Section 504 committee.

Considerations and Instructions

Test administrator knowledge of Braille codes. It is required that the test administrator have knowledge of applicable Braille codes.

Recording responses. Students with the *Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, or Electronic Braille Notetaker* accommodations should record their responses to test questions on Braille paper as designated in the IEP or Section 504 Plan.

Using the *Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, or Electronic Braille Notetaker* accommodations in the regular classroom. Some students provided the *Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, or Electronic Braille Notetaker* accommodations may be able to take the test in the regular classroom with other paper test

administrations if responses can be recorded in a manner that does not disturb other students. Preparations must be made before the test administration to accommodate these students.

Using the *Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, or Electronic Braille Notetaker* accommodations in a separate setting.

When administering a test to a student using this accommodation, test administrators should prepare before the test administration so that the directions in the script that do not apply (e.g., asking if students have a writing utensil) are not read aloud.

Transcribing student responses. For information on transcribing student responses refer to the [Transcription Instructions](#) subsection of this handbook. If a student's responses require the transcriber to transcribe information from a Braille format (i.e., student used a Braille writer or slate and stylus), the transcriber must be trained and proficient in reading Braille.

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

The test administrator or principal's designee must purge any electronic files associated with the test administration immediately following the completion of the transcription process.

Questions for the IEP Team or Section 504 Committee

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

1. Does the student routinely use the *Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, or Electronic Braille Notetaker* accommodations during classroom instruction and similar classroom tests?
2. Will the test administrator/transcriber have knowledge of applicable Braille codes?
3. Should the student also be provided the *Multiple Testing Sessions* accommodation, the *Scheduled Extended Time* accommodation, or both?

4. If the student will be provided the *Braille Writer/Braille Paper, Slate and Stylus/Braille Paper*, or *Electronic Braille Notetaker* accommodations, has the *Testing in a Separate Room* accommodation been considered?

Cranmer Abacus

Description

The Cranmer abacus is a tool that may be used as a testing accommodation. The Cranmer abacus is not a substitute for a calculator, but it can serve as a paper substitute for some students.

Considerations and Instructions

Checking the Cranmer abacus. If the student is using a personal abacus, the test administrator or teacher should remind the student to bring the abacus to the testing session. The test administrator must know how the abacus works, because he or she must check that it is working properly before the start of the test.

During testing. Only the student is permitted to operate the abacus during the test.

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

Questions for the IEP Team or Section 504 Committee

The IEP team or Section 504 committee is encouraged to consider the following questions when determining whether the *Cranmer Abacus* accommodation is appropriate for the student:

1. Does the student routinely use the *Cranmer Abacus* accommodation during classroom instruction and similar classroom tests?
2. How will the student record responses during the test (e.g., mark in the test book, use a Braille writer, dictate to a scribe, use an assistive technology device)?

Dictation to a Scribe

Description

The *Dictation to a Scribe* accommodation allows a student to dictate responses to test questions to a scribe who records the responses. The scribe administers this accommodation to only one student at a time during a test session. The student must be tested in a separate room (one-on-one). Before the date of the test, the scribe should be informed of the preferred method for recording the student's responses that is documented in the IEP or Section 504 Plan.

For online and paper test administrations, two trained test administrators must be present when the *Dictation to a Scribe* accommodation is provided. One fills the role of test administrator and the other fills the role of scribe. The test administrator and scribe must attend all test administrator training sessions provided before testing.

Considerations and Instructions

The role of the IEP team or Section 504 committee. Depending on the nature of the student's need, the scribe may record the student's responses directly on the device (online test administration), a clean sheet of paper, or in the test book. Dictation may also be recorded using a keyboarding device (e.g., word processor). The IEP team or Section 504 committee makes and documents the final decision about how the answers will be recorded, after reviewing the recording options for each state test.

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

"If students are unable to handwrite, but can efficiently type on a computer, a computer response accommodation should be considered prior to a dictated response accommodation."³

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

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

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

The role of the scribe. The student should know the identity of the scribe before test day. The scribe should be familiar with the student and have experience scribing for the student using the preferred method documented in the IEP or Section 504 Plan. However, if the scribe is unfamiliar with the student, then the scribe and student should be given an opportunity to practice the scribing process together before taking the test. The scribe must transcribe responses verbatim from the student and may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate or sign words or parts of responses as needed.

Multiple-choice questions. When using this accommodation during the administration of a test with multiple-choice questions, the student may indicate responses directly to the scribe in different ways: (1) by dictating the letter of the answer choice to the scribe, (2) by reading aloud the entire answer choice, or (3) by pointing to the selected answer choice.

Constructed response questions. When using this accommodation during the administration of a test with constructed response (CR) questions, the student dictates the response to the scribe, and the scribe records the student's response verbatim. For example, if a student signs, "Me search field," the scribe must record the exact words.

Students using a scribe must be provided the same opportunity as other students to plan and draft a CR. The scribe may write an outline, plan, or draft as directed by the student. The scribe must record the draft response or outline exactly as dictated without any cueing and guidance to the student.

Student proofreads responses. Students who are provided the *Dictation to a Scribe* accommodation must be notified before the test administration that they will have to proofread and make any necessary edits to the dictated response(s) during the test administration without prompting from the test administrator. During testing, the scribe cannot provide the student with any directions or clues about how to proofread the dictated responses. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes made by the student must be made during the test session.

If the *Dictation to a Scribe* accommodation is used in conjunction with the *Test Read Aloud (in English)* accommodation, the scribe may read the

student's dictated response aloud to the student during proofing. If the *Test Read Aloud (in English)* accommodation is not to be provided, the scribe must not read the student's dictated response aloud to the student during proofing. Instead, the student must read his or her dictated response.

Transcribing student responses. For online administrations, the scribe is to record the student's responses directly on the student's device, and the test administrator is to verify the transcription. The test administrator or principal's designee must purge any electronic files associated with the test administration immediately following the completion of the transcription process. For paper administrations, refer to the [Transcription Instructions](#) subsection of this handbook for information on transcribing student responses.

Following either an online or paper test administration, both the test administrator and the scribe must complete a [School Transcription Tracking Form](#).

EOG mathematics grades 3–8 and EOC NC Math 1 and NC Math 3. The following guidelines apply to transcriptions of gridded response questions for the EOG mathematics tests at grades 3–8 and the NC Math 1 and NC Math 3 EOC tests:

- Write only one digit or symbol in each box.
- Students can enter only the following digits or symbols into the answer box(es):
 - Grades 3–5: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., /
 - Grades 6–8, NC Math 1, and NC Math 3: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., -, /
 - Mixed numbers (grade 4 through high school) are entered by adding a space after the whole number. Spaces are only allowed between whole numbers and fractions.
 - Improper fractions are allowed at grades four and above.

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

- **Online test administrations.** For numeric entry questions, if the student indicates a mixed number, the transcriber adds a space after the whole number and then types the fraction.
- **Paper test administrations.** For gridded-response questions, if the student wrote a mixed number for the answer, the transcriber adds a space after the whole number and then types the fraction.

Questions for the IEP Team or Section 504 Committee

The IEP team or Section 504 committee is encouraged to consider the following questions when determining whether the *Dictation to a Scribe* accommodation is appropriate for the student:

1. Does the student routinely use the *Dictation to a Scribe* accommodation during classroom instruction and similar classroom tests?
2. If the student can efficiently use a keyboard, should the student use the *AT* accommodation instead of the *Dictation to a Scribe* accommodation?
3. Will the scribe have had prior experience scribing for the student?
4. How will the student be notified before the test administration date that the dictated responses must be proofread by the student?
5. How will the scribe record student responses (e.g., use a clean sheet of paper, write in the test book, enter responses directly on a device [online test administrations], or use a keyboarding device and transfer student responses later)?
6. For multiple-choice questions, will the student dictate to the scribe by (1) saying the letter of the answer choice, (2) reading aloud the entire answer choice, or (3) pointing to the selected answer choice?
7. If the student will be provided this accommodation, has the *Testing in a Separate Room* accommodation been considered?

Interpreter/Transliterater Signs/Cues Test

Description

The *Interpreter/Transliterater Signs/Cues Test* accommodation allows a student to use the services of an interpreter or transliterater to sign or cue the directions and the content of a test during the test administration.

Each test site must have (1) a test administrator who reads the information aloud (e.g., directions, test questions) and (2) a qualified interpreter or transliterater who signs or cues to the student(s). The test administrator and interpreter or transliterater must attend all test administrator training sessions provided before testing. It is important that the school uses an interpreter or transliterater who is familiar with and has experience signing or cueing for the student(s).

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

Considerations and Instructions

Reviewing secure test questions before testing. The early review of the test by an interpreter or transliterater is only available for paper tests. Online tests are not viewable before the test administration.

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

Use of an additional computer monitor. For tests administered online, the use of an additional computer monitor is permitted if deemed necessary to facilitate the provision of the *Interpreter/Transliterater Signs/Cues Test*

accommodation. If an additional computer monitor is used, it must be set as a duplicate of the student's monitor and not as a desktop extension.

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

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

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

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

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

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

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

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

Questions for the IEP Team or Section 504 Committee

The IEP team or Section 504 committee is encouraged to consider the following questions when determining whether the *Interpreter/Transliterator Signs/Cues Test* accommodation is appropriate for the student:

1. Does the student routinely use the *Interpreter/Transliterator Signs/Cues Test* accommodation during classroom instruction and similar classroom tests?
2. Is the use of an interpreter or transliterator the student's typical mode of communication?
3. Does the interpreter or transliterator have prior experience signing or cueing for the student?
4. Since a test administrator will read the test aloud to the interpreter or transliterator, has the *Testing in a Separate Room* accommodation been addressed?
5. Does the interpreter or transliterator require a special setup of an additional computer monitor or another visual device in order to sign or cue for the student?
6. If the IEP team or Section 504 committee is considering the provision of the *Interpreter/Transliterator Signs/Cues Test* accommodation during the administration of a state reading comprehension test, is the student, parent or legal guardian, and committee aware that the test results will not be valid?

Large Print Edition

Online Tests

The *Large Print Edition* accommodation is not an applicable accommodation for online tests. If the size of the large font in the online testing system is not big enough for a student with visual impairments, this option may be used in conjunction with the *Magnification Devices* accommodation, or a large print edition of the paper test may be ordered. For tests delivered online, standard font size is twelve-point Verdana and can be changed to as large as eighteen-point font. Schools are reminded that these are print measurements on paper, and computer screen resolution and size settings can affect the size of fonts on device screens.

Description

The Annual Testing Program's standard test forms are printed on 8.5" x 11" paper, using twelve-point Verdana font. The Annual Testing Program's large print edition tests are printed on 11" x 17" paper, using twenty-two-point Verdana font. The large print editions are printed one-sided and come stapled. When a test item requires superscript or subscript, the text of the superscript and subscript is in twenty-two-point Verdana font, and the text in the question and answer containing them is enlarged to thirty-three-point Verdana font. The graph paper included with the large print edition is comprised of 1/2-inch squares.

Students will mark their responses to questions in the large print edition of the test.

Considerations and Instructions

Students with visual impairments may require additional time to complete the test. Research has shown that "students with low vision are 1.5 to 2 times slower compared to sighted students" (Gompel, van Bon, & Schreuder, 2004).

If this is the case, it may be necessary to consider the *Scheduled Extended Time* accommodation, the *Multiple Testing Sessions* accommodation, or both.

Ordering large print editions. Orders for large print editions must be entered into the PSU-approved accommodations management system (i.e., ECATS, PowerSchool, NCSIS, PSU-approved third-party application) at the time of the IEP team's or Section 504 committee's annual meeting. Testing accommodations information must be accurate in the accommodations management system to ensure students receive the appropriate accommodations on the day of testing. To ensure adequate test material production, quality control of test materials, and timely delivery of the paper

formats, the PSU test coordinator must order them through the TNN ordering page as soon as the ordering system is available.

Large print editions can be ordered from TNN and do not require an *Accommodation Request* to be submitted to the Annual Testing Program. Large print editions, other than those specified in this handbook must be requested via an [Accommodation Request](#). Orders for large print editions will automatically be accompanied by the appropriate accommodated supplemental materials (e.g., large print graph paper).

Large print/one test item per page editions printed on 11" x 17" paper in twenty-two-point Verdana font can also be ordered from TNN and do not require an *Accommodation Request* to be submitted to the Annual Testing Program. Large print/one test item per page editions in a font size other than twenty-two-point Verdana must be requested via an *Accommodation Request*.

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

Appropriate test settings for large print editions. Some students with impaired vision may be able to take the large print edition test in the same room as other paper test administrations if responses can be recorded in a secure manner that does not disturb other students (e.g., positioned in such a way that test questions and answers are not visible to others). Preparations must be made before the test administration to accommodate these students.

Transcribing student responses. For information on transcribing student responses refer to the [Transcription Instructions](#) subsection of this handbook.

The test administrator or principal's designee must purge any electronic files associated with the test administration immediately following the completion of the transcription process.

Questions for the IEP Team or Section 504 Committee

The IEP team or Section 504 committee is encouraged to consider the following questions when determining whether the *Large Print Edition* accommodation is appropriate for the student:

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

2. How will the student record responses to the large print edition of the test (e.g., mark in the test book, use a Braille writer, dictate to a scribe, or use assistive technology), and are these accommodations documented in the IEP or Section 504 Plan?
3. Does the student need the *Magnification Devices* accommodation?
4. For online test administrations, is the large font option more appropriate than the *Large Print Edition* accommodation?
5. Does the student need the *Scheduled Extended Time* accommodation, the *Multiple Testing Sessions* accommodation, or both?
6. Does the student need an edition that is both large print and one test item per page? If so, a large print/one test item per page edition can be ordered from TNN and does not require an *Accommodation Request* to be submitted to the Annual Testing Program. The IEP team or Section 504 committee should be aware that the combination of these accommodations produces a large document, both in the size of paper (same size paper [11" x 17"] as the large print edition) and in the number of pages.
7. The standard large print edition uses twenty-two-point Verdana font. The IEP team or Section 504 committee, if considering another font size, should determine whether the student requires a minimal increase or decrease in font size. If a larger font is required, has the team considered using the standard large print edition in conjunction with the *Magnification Devices* accommodation?

Magnification Devices

Description

The *Magnification Devices* accommodation allows a student to use a magnification device during the test administration. A magnification device is a tool that dynamically magnifies text and images (e.g., magnifier, monocular, closed-circuit television [CCTV]). Any magnification device normally used during instruction may be used with any state-mandated test.

Considerations and Instructions

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

The CCTV magnifiers are used with paper tests to enlarge print and graphics. When using the CCTV magnifier, school staff must ensure the student's CCTV is positioned in such a way that test questions and answers are not visible to others.

The IEP team or Section 504 committee may wish to consider the use of the *Scheduled Extended Time* accommodation, the *Multiple Testing Sessions* accommodation, or both if the *Magnification Devices* accommodation is to be used. According to a publication by the Council for Exceptional Children, "students who use magnification devices may tire more easily than other students. If this is the case for a particular student, it may be necessary to extend the time period or provide additional breaks."⁴ Students with visual impairments may require additional time to complete the test. Research shows that students with low vision are often "1.5 to 2 times slower compared to sighted students" (Gompel, van Bon, & Schreuder, 2004).

Questions for the IEP Team or Section 504 Committee

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

1. Does the student routinely use a magnification device during classroom instruction and similar classroom tests?
2. Should the student also be provided the *Scheduled Extended Time* accommodation, the *Multiple Testing Sessions* accommodation, or both?

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

Multiple Testing Sessions

Description

The *Multiple Testing Sessions* accommodation allows the total test administration time to be divided into shorter sessions, as determined by the individual needs of the student.

According to a publication by the Council for Exceptional Children, “a student who must take a test over several days may experience a decline in motivation. Student absenteeism also may become a factor if several days of testing are scheduled.”⁵

Considerations and Instructions

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

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

For example, if the student begins mathematics on day one and needs additional days to complete the test, the student can continue working on the mathematics test on day two. If the student completes the mathematics test on day two, the student can begin the reading test on day three even if it is not the first day of the standard administration of the reading test.

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

⁵ Council for Exceptional Children. (2000). *Making assessment accommodations: A toolkit for educators* (p. 35). Reston, VA: Council for Exceptional Children.

Specific procedures during the test administration and the role of the IEP team and Section 504 committee. There are several ways in which the *Multiple Testing Sessions* accommodation may be provided. For example, it may be appropriate for the student:

- to begin the test on the same day as the standard administration and complete the test on the subsequent school day(s).
- to begin the test on the same day as the standard administration and complete the test on the makeup day.
- to test for a specified time period (e.g., fifteen minutes), take a break (e.g., five minutes), and then test again for a specified time period, etc.
- to complete a predetermined number of test questions (e.g., ten questions), take a break (e.g., three minutes), and then complete the next predetermined set of test questions, etc.
- to use the *Testing in a Separate Room* accommodation so as not to disturb other students.

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

When reading the instructions for the standard test administration from the test administration guide to a student with multiple testing sessions, the test administrator should omit any information regarding time limits.

If it is anticipated that the student may require additional time beyond the total time designated in the test administration guide when receiving multiple testing sessions, the IEP team or Section 504 committee should consider the provision of the *Scheduled Extended Time* accommodation. If the student is not also provided the *Scheduled Extended Time* accommodation, the student is expected to complete the test within the maximum test administration time designated in the test administration guide.

Students with the *Multiple Testing Sessions* accommodation whose testing breaks differ from those designated in the test administration guide must also be provided the *Testing in a Separate Room* (one-on-one or small group if all students in the room have the same work and break schedule) accommodation.

Maintaining Test Security during Breaks

In cases in which a student takes an extended break from testing on the same day (e.g., lunch or five-minute breaks between scheduled mini sessions) and does not have the opportunity to communicate with others or to access any electronic devices (e.g., computers, cell phones), the student can go back to previously attempted questions following the breaks.

Exception: For all North Carolina mathematics tests, students may not go back to work on calculator inactive questions if they received their calculator and are working on the calculator active questions at the time of the break or lunch. Students may only check questions that were already completed in the calculator active portion of the test.

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

More frequent breaks. If a student receives the *Multiple Testing Sessions* accommodation, he or she may require more frequent breaks than the standard work and break times. The test administrator should replace the standard timing information in the test administration guide's script with the timing information documented in the student's IEP or Section 504 Plan.

Extended breaks. When the student takes an extended break, the test administrator should instruct the student to click the **Pause** button to prevent others from seeing the test questions on the screen and to ensure test materials remain secure. The **Pause** button pauses the test for sixty minutes. If the student is taking a break for longer than sixty minutes, the test administrator should follow the directions for testing over multiple days.

For extended breaks, the test administrator must do the following:

- Alert students when they have five minutes remaining before the break.
- Inform students of this policy and instruct students that they should not discuss specific test questions or information contained in the test with others after they leave the room for breaks or lunch.
- *Online administrations.* Monitor online students carefully to ensure they do not return to previous questions. NCTest does not restrict student access to previously completed questions when they return from their break(s).
- *Paper administrations.* Attach a paper clip to students' test books so they cannot return to previously attempted questions. Pages that contain reading selections students will need access to must not be held together with paper clips; therefore, students must complete the reading selection they are working on and the selection's questions before taking the break or going to lunch.

Testing over multiple days. If the student has completed testing for the day (or is taking a break that is longer than sixty minutes), the test administrator must close NCTest by clicking the **Save and Exit** button on the review or pause page. The exit/logout screen will pop up for the test administrator to enter his or her username and password to exit the test

without completing it. The student's responses to test questions will be saved.

When the student returns to testing, the test administrator must log back in to NCTest and click the **Start** button so the student can continue testing from his or her previous stopping point. Clicking the **Start** button will launch the test again to allow the student to continue working. The test administrator should ensure the test begins at the point the student stopped on the previous day.

Once the student finishes testing, the **End Test** button must be clicked, and the test will be finalized at 7:00 p.m.

Questions for the IEP Team or Section 504 Committee

The IEP team or Section 504 committee is encouraged to consider the following questions when determining whether the *Multiple Testing Sessions* accommodation is appropriate for the student:

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

One Test Item Per Page Edition

Description

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

Paper versions of the *One Test Item Per Page Edition* accommodation provides one test question on each page. The 8.5" x 11" pages are printed one-sided with standard-size font (twelve-point Verdana) and come unbound. Reading selections and test questions are in the same format as a standard test book.

It should be noted that the number of test book pages will increase when using this accommodation; therefore, it may be appropriate also to provide the student with the *Multiple Testing Sessions* accommodation so that the student may be provided with a certain number of test pages at a time to avoid overwhelming the student with the complete test.

Considerations and Instructions

Ordering one test item per page editions. For ordering purposes, one test item per page editions must be entered into the PSU-approved accommodations management system (i.e., ECATS, PowerSchool, NCSIS, PSU-approved third-party application) at the time of the IEP team or Section 504 committee's annual meeting. Testing accommodations information must be accurate in the accommodations management system to ensure students receive what they need on the day of testing. To ensure adequate production, quality control, and delivery time of the paper formats, the PSU test coordinator must order through the TNN ordering page as soon as it is open.

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

Large print/one test item per page editions printed in twenty-two-point Verdana font can also be ordered through TNN and do not require an *Accommodation Request* to be submitted to the Annual Testing Program. Large print/one test item per page editions in a font size other than twenty-two-point Verdana must be requested via an [Accommodation Request](#).

Appropriate test settings for one test item per page editions. Some students may be able to take the one test item per page edition test in a standard test setting with other paper test administrations if responses can be recorded in a secure manner and that does not disturb other students

(e.g., marking answers in test book). Preparations must be made before the test administration to accommodate these students.

Transcribing student responses. For information on transcribing student responses refer to the [Transcription Instructions](#) subsection of this handbook.

The test administrator or principal's designee must purge any electronic files associated with the test administration immediately following the completion of the transcription process.

Questions for the IEP Team or Section 504 Committee

The IEP team or Section 504 committee is encouraged to consider the following questions when determining whether the *One Test Item Per Page Edition* accommodation is appropriate for the student:

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

Scheduled Extended Time

Description

The *Scheduled Extended Time* accommodation allows the tests to be finished during a specific extended period of time.

According to a publication by the Council for Exceptional Children, “when a student has too much time to finish an assessment, he or she may engage in nonproductive guessing or change answers when they should not be changed.”⁶

Considerations and Instructions

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

Scheduling. The test administration guides specify (1) an estimated test administration time and (2) the maximum testing time allowed. The IEP team or Section 504 committee are expected to reference these guides to determine the amount of additional time a student will be provided after the maximum amount of standard testing time has expired. This may be in terms of a multiple of the designated administration time (e.g., 1.5 times the designated administration time) or as a specified amount of time (e.g., one hour beyond the designated administration time). The IEP team or Section 504 committee must review the local policy and document the final decision. Test administrators will be expected to stop the student from testing, even if the student has not answered all the test questions when the amount of extended time documented in the IEP or Section 504 Plan has been met. Students provided the *Scheduled Extended Time* accommodation without the additional accommodation of *Multiple Testing Sessions* are expected to complete the test in one day.

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

⁶ Council for Exceptional Children. (2000). *Making assessment accommodations: A toolkit for educators* (p. 34). Reston, VA: Council for Exceptional Children.

Schools are encouraged to start testing as early in the day as possible so that extended time accommodation requirements can be met. When the testing session is extended for accommodation purposes, it must immediately follow the testing session on the scheduled testing day.

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

Maintaining Test Security during Breaks

Students with the *Scheduled Extended Time* accommodation should receive breaks as designated in the test administration guide. Students must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time. If a student is still testing at the regularly scheduled lunchtime, arrangements must be made to ensure the student has the opportunity to eat lunch.

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

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

For extended breaks, the test administrator must do the following:

- Alert students when they have five minutes remaining before the break.
- Inform students of this policy and instruct students that they should not discuss specific test questions or information contained in the test with others after they leave the room for breaks or lunch.
- *Online administrations.* Monitor online students carefully to ensure they do not return to previous questions. NCTest allows students to access previously completed questions when they return from their break.
- *Paper administrations.* Attach a paper clip to students' test books so they cannot return to previously attempted questions. Pages that contain reading selections students will need access to must not be held together with paper clips; therefore, students must complete the reading selection

they are working on and the selection's questions before taking the break or going to lunch.

Questions for the IEP Team or Section 504 Committee

The IEP team or Section 504 committee is encouraged to consider the following questions when determining whether the *Scheduled Extended Time* accommodation is appropriate for the student:

1. Does the student routinely use the *Scheduled Extended Time* accommodation during classroom instruction and similar classroom tests?
2. Is the student being provided another accommodation during the administration of the state test that may require the provision of the *Scheduled Extended Time* accommodation?
3. Can the student complete the state test with extended time in one day? If not, the *Multiple Testing Sessions* accommodation should be discussed.
4. Should the student be provided the *Testing in a Separate Room* accommodation?
5. Has the team or committee considered how the *Scheduled Extended Time* accommodation will be provided to the student during the administration of the state test?

Student Marks Answers in Test Book

Removal of Answer Documents

Answer sheets are no longer used for paper test administrations. All students with a documented accessibility need for a paper format will mark their answers in the test book. When testing is complete, the test administrator or principal's designee will transcribe the student's answers from the test book to the online testing system for the appropriate online test. Additional information about the transcription process is located in the [Transcription Instructions](#) subsection of this handbook.

Description

The *Student Marks Answers in Test Book* accommodation allows a student to record responses to test questions directly in the test book during the test administration.

Considerations and Instructions

Recording responses. Students must be instructed to record their responses in the test book. If needed, students may use an alternate writing tool (e.g., marker) to mark answers in the test book.

Using the *Student Marks Answers in Test Book* accommodation in the regular classroom. Some students with the *Student Marks Answers in Test Book* accommodation may be able to take the test in the regular classroom with other paper test administrations and not in a separate setting.

Preparations must be made before the test administration to accommodate these students when testing in the regular classroom.

Returning original student responses. The PSU must follow the procedures in the [North Carolina Test Coordinator's Policies and Procedures Handbook](#) regarding returning original student responses recorded in a test book.

Questions for the IEP Team or Section 504 Committee

The IEP team or Section 504 committee is encouraged to consider the following questions when determining whether the *Student Marks Answers in Test Book* accommodation is appropriate for the student:

1. Does the student routinely use the *Student Marks Answers in Test Book* accommodation during classroom instruction and similar classroom tests?
2. Does the student have difficulty transferring information or staying focused?

Student Reads Test Aloud to Self

Description

The *Student Reads Test Aloud to Self* accommodation permits the student to read the test aloud during the test administration.

Considerations and Instructions

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

The *Student Reads Test Aloud to Self* accommodation also applies to students who routinely use accommodations that allow them to hear themselves read, such as PVC elbow pipes or other devices that direct the sound toward the students' ears. Students may use these accompanying accommodations, but they must be documented in the IEP or Section 504 Plans.

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

1. BOG3 Reading Test
2. Read to Achieve Test
3. North Carolina EOG Reading Tests (Grades 3–8)
4. North Carolina EOC English II Test

Questions for the IEP Team or Section 504 Committee

The IEP team or Section 504 committee is encouraged to consider the following questions when determining whether the *Student Reads Test Aloud to Self* accommodation is appropriate for the student:

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

Test Read Aloud (in English)

Reading Tests

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

1. BOG3 Reading Test
2. Read to Achieve Test
3. North Carolina EOG Reading Tests (Grades 3–8)
4. North Carolina EOC English II Test

Before deciding to use accommodations that will invalidate test results, IEP teams and Section 504 committees should refer to the [Valid and Invalid Test Results](#) subheading in this handbook for information regarding invalid test results for North Carolina tests.

Description

The *Test Read Aloud (in English)* accommodation permits the test to be read aloud to a student during the administration of state tests that do not measure reading comprehension.

Considerations and Instructions

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

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

- Student is to have everything (e.g., words on maps, tables, graphs, charts, device screen) read aloud during the test administration.
- Student is only to have words read aloud upon the student's request.
- Student does not require numbers in mathematics tests to be read aloud.
- Student only requires this accommodation when there is greater content than usual on a test and does not need the accommodation for tests with less content or shorter sentences.

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

The online audio files for the *Test Read Aloud (in English)* accommodation are computer-generated modulation and not human vocalizations. If a student is sensitive to the computer-generated voice, it may be appropriate for the student to have the test administrator read the test aloud.

When using a device to provide the *Test Read Aloud (in English)* accommodation, the *Test Read Aloud (in English)* option must be selected in the SIQ. Selecting *Test Read Aloud (in English)* in the accommodations data management system will automatically turn on the option for the device to read the test aloud in the student's SIQ. If this option is not needed for a student, the functionality can be turned off in the SIQ during the verification process. If *Test Read Aloud (in English)* is selected in the SIQ, the device will generate one of the available *Test Read Aloud (in English)* forms.

Testing in a separate room. If students receiving the *Test Read Aloud (in English)* accommodation are testing online wearing headphones, they may test in a standard test setting. However, to ensure validity of the test, students using a human reader or not wearing headphones for the *Test Read Aloud (in English)* accommodation must also receive the *Testing in a Separate Room* accommodation. The IEP team or Section 504 committee must determine if the student will take the test in a separate room, in either a one-on-one or small group setting.

For paper test administrations, a testing session comprised of a small group must use one test form for students provided the *Test Read Aloud (in English)* accommodation at one test site (i.e., classroom).

Guidelines for Test Administrators Reading the Test Aloud

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

The test administrator must review the standard test administration procedures in the test administration guide before the test administration day and omit general directions not applicable for students provided with the *Test Read Aloud (in English)* accommodation.

For online test administrations, the test administrator may either read the instructions and questions to the student from the student's device screen or use an additional computer monitor. If an additional computer monitor is used, it must be set as a duplicate of the student's monitor and not as a desktop extension.

For paper administrations, the test administrator must have a copy of the test to read the instructions and questions to the student.

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

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

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

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

comma—three—four—five” instead of “two thousand three hundred forty-five.”

Procedures for using a device to read tests aloud. To utilize the device that provides the *Test Read Aloud (in English)* accommodation, the option must be selected in the SIQ before an online test administration. The accuracy of the SIQ must always be verified using the appropriate documentation before testing.

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

Procedures during the online test administration. To activate the read aloud option, the student must click or touch the green audio button. Audio buttons are located adjacent to every block of text for which there are audio files available. Each audio button activates the computer-generated voice for that block of text.

Scheduling. The *Test Read Aloud (in English)* accommodation, when provided through the online testing platform, increases the stress on bandwidth and network connectivity at both the school and district level. Significant use of this option may affect the network performance of the school and district.

Questions for the IEP Team or Section 504 Committee

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

1. Does the student routinely use the *Test Read Aloud (in English)* accommodation during classroom instruction and similar classroom tests?
2. Has the team or committee considered the method (i.e., test administrator reads the test aloud, a device reads the test aloud, or a combination of the two methods) by which the student will be provided this accommodation during the administration of state tests that do not measure reading comprehension?
3. Has the team reviewed the limitations of this accommodation when a device reads the test aloud as described in this handbook?
4. For online testing, is the student able to control the mouse in order to click on the button to activate the read aloud option for a block of text?

5. Does the student routinely have information read aloud by a device during classroom instruction and similar classroom tests?
6. Would the student's functioning reading level affect his or her performance on a state test that does not measure reading comprehension?
7. Has the team or committee considered the specific manner (e.g., everything read aloud, read aloud upon request) in which the student will be provided this accommodation during the administration of the state test?
8. Will the student be comfortable requesting that the test questions are read aloud?
9. If the student will be provided this accommodation, has the *Testing in a Separate Room* accommodation been discussed?
10. Is the student agreeable to testing in a separate room?
11. Will the test administration be one-on-one or in a small group?
12. Is the student comfortable wearing headphones? If not, the student must receive the *Testing in a Separate Room (one-on-one)* accommodation so that he or she will not have to wear headphones.
13. Should the student be provided the *Scheduled Extended Time* or *Multiple Testing Sessions* accommodation?
14. For online testing, does the test administrator require a special setup of an additional computer monitor or another visual device to read the test aloud to the student?
15. If the IEP team or Section 504 committee is considering the provision of the *Test Read Aloud (in English)* accommodation during the administration of a state test that measures reading comprehension, are the student, parent or legal guardian, and committee aware that the test results will not be valid?

Testing in a Separate Room

(One-on-One or Small Group Test Administration)

Description

The *Testing in a Separate Room* accommodation allows a student to take a test in a separate room in a one-on-one or small group administration.

Considerations and Instructions

Role of the IEP team or Section 504 committee and providing one-on-one or small group test administrations. Based on the individual needs of the student, the IEP team or Section 504 committee determines how the *Testing in a Separate Room* accommodation will be provided (i.e., one-on-one or small group) and documents this detail in the IEP or Section 504 Plan.

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

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

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

Environmental considerations. It may be appropriate for the student to use a study carrel, special furniture, or special lighting during the test administration.

Scheduling. Testing will result in a misadministration if certain accommodations (e.g., different break times for *Multiple Testing Sessions*) are provided to a small group and all of the students are not receiving the same accommodation(s). The principal or principal's designee, usually the

school test coordinator, shall assist in locating a separate room for the test administration.

Procedures. If a student(s) is testing in a separate room with no other accommodations, the test must be administered as stated in the test administration guide.

Questions for the IEP Team or Section 504 Committee

The IEP team or Section 504 committee is encouraged to consider the following questions when determining whether the *Testing in a Separate Room* accommodation is appropriate for the student:

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

G. Accommodations Monitoring

North Carolina’s Comprehensive Plan for Monitoring Testing Accommodations

The US Department of Education requires the NCDPI to submit evidence of the implementation and effectiveness of testing accommodations. This system must include the documentation of testing accommodations required, provided, and used. The monitoring ensures required testing accommodations are provided during test administrations and documents the use of these accommodations by students during testing.

The Annual Testing Program is responsible for conducting all monitoring activities with assistance and participation from the Office of Exceptional Children and the Office of Academic Standards.

Brief Overview of Accommodations Monitoring

The Annual Testing Program has a formalized state monitoring plan that joins specific activities from each area of the NCDPI (i.e., Accountability and Testing, Exceptional Children, English Learners, Section 504) to monitor the appropriate use of testing accommodations. The state plan consists of four phases: (1) desk monitoring, (2) pre-site review, (3) on-site monitoring, and (4) state response and targeted assistance. The following list is a brief overview of each phase of the targeted accommodations monitoring process.

Most schools selected for monitoring are identified by random stratified electronic sampling. This method ensures site visits are distributed in a fair and equitable manner. On occasion a school may be chosen through desk monitoring using existing data collected throughout the school year via electronic sources. If schools are monitored and receive mandatory corrective actions, they may be monitored in subsequent years.

Desk Monitoring

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

Pre-site Review

- Review of documentation submitted by the school before the on-site visit and determination of which additional pieces of information will be requested before the day of the visit.

- Selection of monitoring team members for each on-site visit and their roles. The NCDPI monitoring team will consist of staff from the Office of Accountability and Testing, the Office of Exceptional Children, and the Office of Academic Standards.

On-Site Monitoring

- Review of accommodations documentation (i.e., IEPs, Section 504 Plans, EL plans, transitory impairment documentation, *Review of Accommodations Used During Testing Forms*) by at least two NCDPI monitoring team members before test administration observations.
- Observation of testing day's activities at the school building level.
- Observation of testing sessions with accommodations and, if time permits, testing sessions without accommodations.
- Review of documentation submitted by the school on the day of the on-site visit.
- Interviews with school staff (e.g., school test coordinator, test administrator, proctor, exceptional children's teachers, and English as a second language teachers).
- Results and observations from the on-site monitoring visit will not be shared with the school system or school building staff before leaving the site.
- Written results from the on-site monitoring visits will be sent to the district superintendent or school director within forty-five calendar days of the visit.

State Response and Targeted Assistance

- The NCDPI monitoring team will reconvene after the school visit to discuss the strengths and weaknesses of the processes and procedures observed during the on-site visit.
- An email report summarizing the monitoring activities, findings, recommendations, targeted assistance, required actions, and possible sanctions will be emailed to the public school unit superintendent or school director within forty-five calendar days of the on-site visit. This email will either indicate that the observation resulted in no concerns and the school will not receive a follow-up observation, or that concerns were observed. If concerns are observed, recommendations to remedy the concerns will be included in the email, and a follow-up visit will be required.

Required Documentation and Procedures for On-site Monitoring Visits

The following information may be helpful to schools when preparing for accommodations monitoring.

Documentation required before on-site monitoring visit. PSUs must submit the following information to the NCDPI monitoring contact person via

the secure shell at least fourteen calendar days before the on-site visit.

- A copy of the district testing plan.
- A copy of the school's annual testing plan that includes the procedures for training test administrators and proctors (if utilized) (e.g., session calendars and agendas, required attendance, roles and responsibilities) to include testing accommodations training (i.e., training sessions on accommodations that have been approved for students with disabilities or students identified as ELs to use with specific tests).
- Documentation for the secure handling and storage of test materials (e.g., materials check-in from the district or Technical Outreach for Public Schools [TOPs], school storage, secure materials checkout and check-in procedures for test administrators).
- Procedures for documenting the accommodation(s) and specific information about how the accommodation(s) will be delivered for each eligible student (e.g., accommodation information to be coded in NCTest Admin, optional forms from the *Testing Students with Disabilities Handbook, Review of Accommodations Used During Testing Forms*, student participation rosters for specific accommodations, etc.).
- Schedule of test administrations for the entire testing window with accommodations. The schedule must identify the test name and grade level or course, the test administrator's name, the scheduled proctor's name (if utilized), testing room assignments, each student's first initial and last name, required testing accommodations per student, and the type of accommodations documentation per student (e.g., IEP, Section 504 Plan).
- School-day schedule for days of testing (e.g., time teachers arrive, time students arrive, time to begin testing, bell schedule).
- Parking and check-in procedures for visitors.
- Staff names and contact information for those who will serve as points of contact (e.g., principal, school test coordinator).

Please include sample documents that are completed by the school and used as documentation for the testing plan. Documents may be scanned if necessary.

It is understandable and acceptable that changes may need to be made to the testing documents after they have been submitted to the NCDPI. The school test coordinator should alert the NCDPI monitors of any changes the day of the monitoring visit.

Documentation required on the day of on-site monitoring. Schools are required to provide the following information to the NCDPI monitoring team on or before the day of the on-site monitoring visit. The school test

coordinator will be informed of the test administrations selected for observation before the on-site monitoring.

- Before monitors enter the testing room: Copies of the *Review of Accommodations Used During Testing Forms* for students in test administrations selected for observation during the monitoring visit with student information and required accommodations information filled in.
- After the monitors exit the testing rooms: IEPs, Section 504 Plans, EL Plans, and transitory impairment documentation for students in selected test administrations for observation.

Procedures for the day of the test administration. Schools can expect that the following procedures will be followed by the NCDPI monitoring team on the day of the test administration:

- The NCDPI monitoring team will arrive at the school forty-five minutes before the scheduled start time for testing.
- The monitors will observe the secure storage facility, document who has access to the facility, and record the process of how test materials are checked out and returned to the facility.
- Each team member will observe a different testing session that requires accommodations.
- When monitoring of the test administration(s) is complete, the monitoring team will:
 - review corresponding IEP, Section 504 Plan, EL Plan, or transitory impairment documentation for each student who was observed during testing. In particular, the monitors will check to ensure the accommodations provided during the test administration, documented on the *Review of Accommodations Used During Testing Forms*, and documented in the student's plan are correct.
 - conduct interviews with the school principal, school test coordinator, the school's exceptional children's coordinator, the school's English learner coordinator, the school's Section 504 coordinator, test administrator(s), proctor(s), and teacher(s) to gather information about processes and procedures employed before, during, and after the test administrations.
- Results and observations from the on-site monitoring visit will not be shared with school staff before leaving the site. Written results from the on-site monitoring visits will be sent to the superintendent or school director within forty-five calendar days of the visit.

Review of Accommodations Used During Testing Forms

In order to meet the accommodations monitoring requirements of the USED, the Annual Testing Program developed the *Review of Accommodations Used During Testing* and the *Review of Accommodations Used During NCEXTEND1 Testing Forms*, available in Appendixes [E](#) and [F](#) of this handbook and found

on the [NCDPI Testing Accommodations](#) website. These forms must be completed for each student who requires testing accommodations and for each state test for which the student requires testing accommodations. *Review of Accommodations Used During Testing Forms* are not required for PreACT, The ACT, or ACT WorkKeys tests; however, the accommodations needed for these tests should be documented on students' individual plans.

For students with an IEP, the *Review of Accommodations Used During Testing Form* is available to print directly from ECATS with the student's current accommodations. For students with a Section 504 Plan, Column 1 on the *Review of Accommodations Used During Testing Form* is to be completed during the Section 504 committee meeting where a student's testing accommodations are determined. During the test administration, the remainder of the form is completed to document the testing accommodations provided to the student and to record whether and how the student used the accommodations. A copy of the *Review of Accommodations Used During Testing Form* is to be filed with the student's accommodations documentation for at least one year to assist the IEP team or Section 504 committee during the next meeting at which accommodation decisions will be made.

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

Tracking Required Testing Accommodations and Planning for Test Administrations

To electronically track and monitor required testing accommodations, schools must enter testing accommodations data into an accommodations management system (e.g., ECATS, PowerSchool, NCSIS, PSU-approved third-party application) at the time of the IEP team or Section 504 committee meeting.

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

Reports from the accommodations management systems can be used before testing to verify that the proper testing accommodations have been scheduled for each student. This verification will help ensure the

accommodations provided during the test administration match what is documented in the student’s IEP or Section 504 Plan. Once the testing accommodations have been verified, the school test coordinator can use this information to plan small group administrations and to ensure proper paper formats have been ordered.

School test coordinators are advised to refer to the *Testing Accommodations: Logistics Planning Checklist*, located in [Appendix D](#) of this handbook, when creating the testing plan for students who require accommodations.

H. North Carolina Alternate Assessments

North Carolina alternate assessments were first designed by the staff of the NCDPI to respond to the mandates of the 1997 reauthorization of the IDEA, which requires all students, including students with disabilities, to participate in statewide and local testing programs. The alternate assessments were designed to provide a valid and reliable assessment of students who are taught the general curriculum of the *North Carolina Extended Content Standards* (reading, mathematics, science). Throughout the years, the alternate assessments have changed as federal regulations have been revised and reauthorized. Collaborative efforts among the Office of Exceptional Children, the Office of Academic Standards, and the Office of Accountability and Testing have resulted in the availability of assessment instruments in North Carolina that are accessible and aligned assessments for students with the most significant cognitive disabilities.

Annual Decision

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

Under ESSA, the number of students who may take the NCEXTEND1 alternate assessment is limited to no more than one percent of the total number of all students in the state who are assessed in a given subject (i.e., reading, mathematics, science). The one percent threshold is placed at the state level. ESSA further requires that a PSU exceeding one percent participation in any subject must submit a justification to the NCDPI, and the NCDPI must provide appropriate oversight to that PSU. The state and PSUs must still meet the ninety-five percent participation rate for students enrolled in tested grades.

Access to the General Curriculum and Assessment of Grade-Level Content

All students with disabilities must be provided access to the general curriculum. In North Carolina, this is the *North Carolina Standard Course of Study* (NCSCOS). For students with the most significant cognitive disabilities, access is provided through the *North Carolina Extended Content Standards*.

According to ESSA, all students must be assessed on grade-level content. For students with significant cognitive disabilities, the assessment must be linked to grade-level content through the *North Carolina Extended Content Standards*. In other words, a student in grade 6 cannot be given the assessment designed for grade 4. This ensures the information collected from the test accurately reflects how the student is performing academically based on the grade they are enrolled in.

NCEXTEND1 Considerations

It is important to note that students instructed on the *North Carolina Extended Content Standards* receive a certificate of completion, not a high school diploma. Parents, legal guardians, and students should be alerted of this distinction when making the decision to place the student in a classroom where he or she will be taught the extended content standards. If the IEP team determines the student requires instruction and assessment based on the *North Carolina Extended Content Standards*, the IEP team must document the decision to use an alternate assessment with or without accommodations.

Testing Students with Disabilities Website

Additional information about testing students with disabilities can be found at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-disabilities>.

Districtwide Assessments

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

State Assessment Options

Table 7 shows the state-required tests at each grade level that have an alternate assessment.

TABLE 7. North Carolina state tests and alternate assessments

Grade level	State test	Alternate assessment
3	End-of-Grade Reading and Mathematics	NCEXTEND1 Reading and Mathematics ¹
4	End-of-Grade Reading and Mathematics	NCEXTEND1 Reading and Mathematics ¹
5	End-of-Grade Reading, Mathematics, and Science	NCEXTEND1 Reading, Mathematics, and Science ¹
6	End-of-Grade Reading and Mathematics	NCEXTEND1 Reading and Mathematics ¹
7	End-of-Grade Reading and Mathematics	NCEXTEND1 Reading and Mathematics ¹
8	End-of-Grade Reading, Mathematics, and Science	NCEXTEND1 Reading, Mathematics, and Science ¹
9	End-of-Course NC Math 1 ²	NCEXTEND1 administered at grade 10
10	End-of-Course English II, Biology ² , and PreACT	NCEXTEND1 English II, NC Math 1, and Biology ^{1, 3}
		College and Career Readiness Alternate Assessment Grade 10 ⁴
11	The ACT	NCEXTEND1 Grade 11 ³
		College and Career Readiness Alternate Assessment Grade 11 ⁴

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

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

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

⁴ The College and Career Readiness Alternate Assessments are alternate assessments offered for the PreACT (grade 10) and The ACT (grade 11) for students with disabilities who are following a course of study that, upon their completing high school, may not lead to admission into a college-level course of study resulting in a college degree. Please refer to the subsection, *North Carolina College and Career Readiness Alternate Assessments Grades 10 and 11* in [Section H](#) of this handbook for further clarification.

NCEXTEND1

The NCEXTEND1 is an alternate assessment designed to assess students with significant cognitive disabilities who are being instructed using the *North Carolina Extended Content Standards* (reading, mathematics, science). The NCEXTEND1 alternate assessment items are grade-level, multiple-choice questions that measure the standards specified in the *North Carolina Extended Content Standards*. The [North Carolina Extended Content Standards](#) are available for download.

Grades and Subjects for Which the NCEXTEND1 is Available

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

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

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

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

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

- The student must have a current IEP.
- The student must have a significant cognitive disability.
 - The student's disability significantly impacts cognitive functioning and adaptive behaviors, defined as those skills, which are essential for someone to live and function independently.
 - The student requires extensive and repeated individualized instruction and support to make meaningful gains.
 - The student uses substantially adapted materials and individualized methods of accessing information in alternative ways.
- The student must be instructed using the *North Carolina Extended Content Standards* (i.e., reading, mathematics, science).
- The student must be enrolled in grades 3–8, 10, or 11 according to PowerSchool or NCSIS. Students enrolled in the 11th grade are required to

take the NCEXTEND1 alternate assessment at grade 11, unless they are repeating the 11th grade and have a score from the previous year.

The vast majority of students with disabilities do not have a significant cognitive disability. The NCEXTEND1 is not appropriate for students who:

- are being instructed in any or all the assessed general grade- or course-level content standards of the *North Carolina Standard Course of Study* (i.e., reading, mathematics, science),
- demonstrate delays only in academic achievement,
- demonstrate delays only in selected areas of academic achievement,
- demonstrate delays attributed primarily to behavioral issues, or
- if in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study pathway).

Evidence for the decision to participate in NCEXTEND1 is not based on:

- a disability category or label,
- poor attendance or extended absences,
- native language or social, cultural, or economic differences,
- expected poor performance on the general education assessment,
- academic or other services the student receives,
- educational environment or instructional setting,
- percent of time receiving special education services,
- EL status,
- low reading level or achievement level,
- anticipated disruptive behavior,
- impact of student scores on the accountability program,
- administrative decisions,
- anticipated emotional distress, or
- need for accommodations to participate in the assessment process.

IEP teams may use the *North Carolina Alternate Assessment Decision Making Flow Chart* in [Appendix C](#) of this handbook to aid in decision making regarding the NCEXTEND1 alternate assessment for students. IEP teams must plan for participation in assessments, not exclusion.

In rare cases, students who are medically fragile because of a significant medical emergency or condition, or both, and unable to participate in a specific test administration may be granted a medical exception. The principal or school test coordinator must contact the PSU test coordinator for procedures on how to request a medical exception. All medical exceptions must be approved by the Annual Testing Program.

Administering the NCEXTEND1 Alternate Assessments at Grades 3–8, 10, and 11

The NCEXTEND1 alternate assessments are teacher-facilitated, online assessments administered individually to each student.

For grades 3–8 and 10, the questions are presented online in two sets. Students have two trials for the first and second set of test questions. There is no formalized break between the sets. If the student misses the answer in the first trial, the incorrect answer is removed from the choices for the second trial.

- The test will terminate at the end of set one for students who do not answer enough questions correctly.
- Students who answer enough questions correctly in set one will continue to set two. The assessment ends after the last question in set two.

For grade 11, students are provided up to two opportunities to respond to each question. All questions are administered to all students. The assessor reads the script for each question from the device screen.

Schools will have the option to order test cards when administering the NCEXTEND1 alternate assessments. Test cards are available for all grades and all subjects. Schools opting not to use test cards, however, will need to order a test ticket for all reading and mathematics (grades 3–8), English II, and NC Math 1 (grade 10) tests. There are two test forms for reading and mathematics, and the test forms administered online to each student are assigned according to the test ticket. Test cards and test tickets will be ordered through the TNN ordering page. The decision to use the cards should be based on the individual needs of the student. When necessary, the cards may be adapted according to guidelines provided in this handbook and in the *NCEXTEND1 Alternate Assessment Guide*.

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

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

Online practice activity. Before the administration of the NCEXTEND1 alternate assessments, teachers must complete one of the NCEXTEND1 online practice activities with the student. The practice activities assist teachers in determining which administration option is most appropriate for their students. The practice activities can help students become familiar with the testing platform and afford practice responding to sample test questions. Reading, mathematics, and science practice activities are available for student use. For best results, students should complete the practice activity using the device they will use during the assessment.

It is not necessary for students to complete the practice activity if they will be administered the assessments using just the test cards with the assessor recording the responses on the device.

Assessment Time, Multiple Testing Sessions, and Breaks

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

All NCEXTEND1 alternate assessments may be administered over several days or may be completed in one session. If a student routinely uses multiple testing sessions during classroom instruction and similar classroom assessments, the *Multiple Testing Sessions* accommodation should be documented in the student's IEP so appropriate planning and scheduling can take place before testing. The *Multiple Testing Sessions* accommodation is used most appropriately when a student is purposefully scheduled to take the assessment in specifically timed increments (e.g., three questions a day over five days, fifteen-minute testing sessions). Otherwise, the test design for all NCEXTEND1 alternate assessments allows breaks to be taken at any time during testing if the need arises, regardless of documentation in the student's IEP. The assessor must use professional judgment to determine when a break is needed and what the appropriate length of time is for the student's test administration. All testing materials must remain secure during all breaks.

Accommodations and Adaptations to Materials for All NCEXTEND1 Assessments

State-approved accommodations for the NCEXTEND1 reading, mathematics, and science alternate assessments include those listed in [Table 5](#), the *Approved Accommodations for the North Carolina NCEXTEND1 Alternate Assessments at Grades 3–8, 10, and 11 for Students with Current IEPs*, in [Section C](#) of this handbook. Any accommodations that are not state-approved must be submitted for review by the Annual Testing Program. Refer to the

[Accommodation Request](#) subheading in this handbook for additional details regarding this procedure.

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

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

- **Adapting materials to student needs.** If a student requires and uses adapted materials routinely during instruction and this testing accommodation is documented in the student's IEP, the assessor may adapt the NCDPI-provided manipulative cards as necessary before conducting the assessment. Assessors may access the manipulative cards under secure conditions in a group setting (i.e., three or more designated school personnel) up to two weeks before the test administration in order to make adaptations for students who require this accommodation. Some examples of adapted materials are the use of assistive technology and raised-line cards. Students requiring Braille cards should have Braille materials for the NCEXTEND1 assessments ordered for them before the test administration. Delivery of Braille tests can only be guaranteed if the orders are received by the Annual Testing Program at least forty school days before the date they are needed.
- **Adapting materials that alter the construct of the question.** Any material that changes the content standard being assessed may not be used. For example, providing an object that is familiar to the student that does not accurately represent the NCDPI-provided picture or word card invalidates the test question and assessment results. When necessary, manipulatives may be adapted by outlining pictures to create raised surfaces or by enlarging manipulatives (pictures or text). No adaptations or changes may be made to the content of the question (e.g., rephrasing text, changing response choices). It is expected that teachers are experienced and familiar with adapting materials for their students. Materials and equipment students use routinely in the classroom during instruction may be used, as appropriate.

All NCEXTEND1 materials are considered secure test materials. The assessor is responsible for ensuring all components of the manipulative kit are kept secure, including those components used to create accommodated materials. The PSU must follow the procedures in the [North Carolina Test Coordinator's Policies and Procedures Handbook](#) regarding storing any materials created as accommodated manipulatives or created during the process of making the final manipulatives (e.g., a picture that was enlarged but was not made big enough).

NCEXTEND1 Website

Additional information about the NCEXTEND1 may be found on the NCDPI [Alternate Assessments](#) website.

North Carolina College and Career Readiness Alternate Assessments Grades 10 and 11

Purpose of the North Carolina College and Career Readiness Alternate Assessments

The College and Career Readiness Alternate Assessments (CCRAAs) at grades 10 and 11 are available for students with disabilities who are following a course of study that, upon completion of high school, may not lead to admission into a college-level course of study resulting in a college degree. The CCRAA at grade 10 is the alternate assessment for the PreACT; the CCRAA at grade 11 is the alternate assessment for The ACT. The decision to assess a student on a CCRAA must be made as part of the IEP process.

Eligible Students for the CCRAAs

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

CCRAA at grade 10 only. The student is enrolled in grade 10 according to PowerSchool or NCSIS. Only eligible students enrolled in tenth grade for the first time are required to take the CCRAA at grade 10. Eligible students who are repeating the tenth grade and have no record of a previous CCRAA at grade 10 may take the test during their second year of tenth grade.

CCRAA at grade 11 only. The student is enrolled in grade 11 according to PowerSchool or NCSIS. Eligible students who take the CCRAA will be included in participation of The ACT administration for accountability reporting but not for performance. Eligible students who are repeating the eleventh grade and have no record of a previous CCRAA grade 11 score must take the CCRAA during their second year of eleventh grade. If they do not, it will count against participation.

CCRAA at grades 10 and 11.

- The student must have a current IEP.
- The student does not have a current Section 504 Plan only. Students with only Section 504 Plans (i.e., students who do not have a current IEP that designates participation in an alternate assessment) are not eligible for participation in any of North Carolina's alternate assessments. These students may participate in the standard test administration with or without accommodations as documented in their individual Section 504 Plans.
- The student exhibits severe and pervasive delays in all areas of conceptual, linguistic, and academic development and in adaptive behaviors, including communication, daily living skills, and self-care.

- The student is following a course of study that, upon completion of high school, may not lead to admission into a college-level course of study resulting in a college degree.
- The student is not receiving instruction in the *North Carolina Extended Content Standards*. Students receiving instruction in the *North Carolina Extended Content Standards* may be eligible for the NCEXTEND1 Alternate Assessments at grades 10 and 11.
- The student meets the criteria above and has a written parental request for the administration of an alternate assessment (i.e., CCRAA). Decisions regarding which assessments a student with disabilities will participate in must be made annually by the IEP team. Therefore, if students' current IEPs designate participation in an alternate assessment, it can serve as documentation in lieu of the written parental request.

In rare cases, students deemed medically fragile because of a significant medical emergency or condition and are unable to participate in a specific test administration may be granted a medical exception. The principal or school test coordinator must contact the PSU test coordinator for procedures on how to request a medical exception. The Annual Testing Program must approve all medical exceptions.

CCRAA Test Administration

The CCRAAs at grades 10 and 11 both assess four subject areas. The tests are administered in a specific order: English, math, reading, and science. Students should not stop when they complete the questions for a subject-area section; they are expected to continue working on the test questions until the test is completed, time is called for a break, or until time is called to end the test.

Administration Time for the CCRAAs

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

WIDA Alternate ACCESS

The WIDA Alternate ACCESS is the alternate assessment for the ACCESS for ELLs test. The WIDA Alternate ACCESS is for students in grades 1–12 who are classified as ELs and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs test. The WIDA Alternate ACCESS is designed for only a small population of ELs who meet all the following eligibility criteria:

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

Note: Students identified as ELs and enrolled in school beyond grade 12 (i.e., students instructed using the *North Carolina Extended Content Standards*) are required to be administered the appropriate WIDA Alternate ACCESS or ACCESS for ELLs assessment annually until the student exits EL status or is no longer enrolled in school.

Refer to the [Guidelines for Testing Students Identified as English Learners](#) for more information on the WIDA Alternate ACCESS assessment.

APPENDIXES

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

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

<p>Assistive Technology (AT)</p>	<ol style="list-style-type: none"> 1. Does the student routinely use AT during classroom instruction and similar classroom tests? 2. If the IEP team or Section 504 committee is considering the use of AT that reads aloud a state test that measures reading comprehension, has the team or committee considered that the test results will be invalid and the possible implication for the student? The IEP team or Section 504 committee should refer to the Valid and Invalid Test Results subheading in this handbook to review information regarding invalid test results for North Carolina tests. 3. If the IEP team or Section 504 committee is considering the use of a calculator during the administration of a state test that does not permit the use of calculators, has the team or committee considered that the test results will be invalid and the possible implication for the student? The IEP team or Section 504 committee should refer to the <i>Valid and Invalid Test Results</i> subheading in this handbook to review information regarding invalid test results for North Carolina tests. 4. Does the student require auditory and tactual access to a graphing calculator during the state test administration? If so, has the IEP team or Section 504 committee requested approval of the software program(s) through the <i>Accommodation Request</i> process to ensure the use of the software will not invalidate test results?
<p>Braille Edition</p>	<ol style="list-style-type: none"> 1. Does the student routinely use Braille materials during classroom instruction and similar classroom tests? 2. What Braille code is being used with instructional materials? 3. Are UEB Literary code and UEB Math/Science reference sheets available during classroom instruction? 4. Does the student have fluency with contracted Braille? 5. How will the team or committee ensure the appropriate Braille editions will be ordered for the student’s test administrations? 6. How will the student record responses to the Braille edition of the test (e.g., mark in the test book, use a Braille writer, dictate to a scribe, or use assistive technology), and is this accompanying accommodation documented in the IEP or Section 504 Plan? 7. Should the student be provided the Braille edition during the test administration in the regular classroom setting, or should the student also use the <i>Testing in a Separate Room</i> accommodation? 8. Should the student also be provided the <i>Scheduled Extended Time</i> accommodation, the <i>Multiple Testing Sessions</i> accommodation, or both?

<p>Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, and Electronic Braille Notetaker</p>	<ol style="list-style-type: none"> 1. Does the student routinely use the <i>Braille Writer/Braille Paper, Slate and Stylus/Braille Paper</i>, or the <i>Electronic Braille Notetaker</i> accommodation during classroom instruction and similar classroom tests? 2. Will the test administrator/transcriber have knowledge of applicable Braille codes? 3. Should the student also be provided the <i>Multiple Testing Sessions</i> accommodation, the <i>Scheduled Extended Time</i> accommodation, or both? 4. If the student will be provided the <i>Braille Writer/Braille Paper, Slate and Stylus/Braille Paper</i>, or the <i>Electronic Braille Notetaker</i> accommodations, has the <i>Testing in a Separate Room</i> accommodation been considered?
<p>Cranmer Abacus</p>	<ol style="list-style-type: none"> 1. Does the student routinely use the <i>Cranmer Abacus</i> accommodation during classroom instruction and similar classroom tests? 2. How will the student record responses during the test (e.g., mark in the test book, use a Braille writer, dictate to a scribe, or use an AT device)?
<p>Dictation to a Scribe</p>	<ol style="list-style-type: none"> 1. Does the student routinely use the <i>Dictation to a Scribe</i> accommodation during classroom instruction and similar classroom tests? 2. If the student can efficiently use a keyboard, should the student use the <i>AT</i> accommodation instead of the <i>Dictation to a Scribe</i> accommodation? 3. Will the scribe have had prior experience scribing for the student? 4. How will the student be notified before the test administration date that the dictated responses must be proofread by the student? 5. How will the scribe record student responses (e.g., use a clean sheet of paper, write in the test book, enter responses directly on a device [online test administrations], or use a keyboarding device and transfer student responses at a later time)? 6. For multiple-choice questions, will the student dictate to the scribe by (1) saying the letter of the answer choice, (2) reading aloud the entire answer choice, or (3) pointing to the selected answer choice? 7. If the student will be provided this accommodation, has the <i>Testing in a Separate Room</i> accommodation been considered?
<p>Interpreter/Transliterator Signs/Cues Test</p>	<ol style="list-style-type: none"> 1. Does the student routinely use the <i>Interpreter/Transliterator Signs/Cues Test</i> accommodation during classroom instruction and similar classroom tests? 2. Is the use of an interpreter or transliterator the student’s typical mode of communication? 3. Does the interpreter or transliterator have prior experience signing or cueing for the student? 4. Since a test administrator will read the test aloud to the interpreter or transliterator, has the <i>Testing in a Separate Room</i> accommodation been addressed? 5. Does the interpreter or transliterator require a special setup of an additional computer monitor or another visual device in order to sign or cue for the student? 6. If the IEP team or Section 504 committee is considering the provision of the <i>Interpreter/Transliterator Signs/Cues Test</i> accommodation during the administration of a state reading comprehension test, is the student, parent or legal guardian, and committee aware that the test results will not be valid?

<p>Large Print Edition</p>	<ol style="list-style-type: none"> 1. Does the student routinely use large print materials during classroom instruction and similar classroom tests? 2. How will the student record responses to the large print edition of the test (e.g., mark in the test book, use a Braille writer, dictate to a scribe, or use assistive technology), and are all accompanying accommodations documented in the IEP or Section 504 Plan? 3. Does the student need the <i>Magnification Devices</i> accommodation? 4. For online test administrations, is the large font option more appropriate than the <i>Large Print Edition</i> accommodation? 5. Does the student need the <i>Scheduled Extended Time</i> accommodation, the <i>Multiple Testing Sessions</i> accommodation, or both? 6. Does the student need an edition that is both large print and one test item per page? If so, a large print/one test item per page edition can be ordered from TNN and does not require an <i>Accommodation Request</i> to be submitted to the Annual Testing Program. The IEP team or Section 504 committee should be aware that the combination of these accommodations produces a large document, both in the size of paper (same size paper [11" x 17"] as the large print edition) and in the number of pages. 7. The standard large print edition uses twenty-two-point Verdana font. The IEP team or Section 504 committee, if considering another font size, should determine whether the student requires a minimal increase or decrease in font size. If a larger font is required, has the team considered using the standard large print edition in conjunction with the <i>Magnification Devices</i> accommodation?
<p>Magnification Devices</p>	<ol style="list-style-type: none"> 1. Does the student routinely use a magnification device during classroom instruction and similar classroom tests? 2. Should the student be provided the <i>Scheduled Extended Time</i> accommodation, the <i>Multiple Testing Sessions</i> accommodation, or both?
<p>Multiple Testing Sessions</p>	<ol style="list-style-type: none"> 1. Does the student typically require extra time over several days to complete classroom assignments and similar classroom tests? 2. What is the standard test time and break time for each test? Is the student able to access the test with standard time and scripted breaks? 3. In addition to taking more frequent breaks or having the test given over multiple days, does the student need additional time to complete the test? If so, the IEP team or Section 504 committee should discuss whether <i>Scheduled Extended Time</i> should also be documented as an appropriate accommodation. 4. Can the student finish the test within the given time constraints with either more frequent breaks or over multiple days? If so, <i>Scheduled Extended Time</i> should not be documented as an appropriate accommodation. 5. Does the student routinely use the <i>Multiple Testing Sessions</i> accommodation during regular classroom instruction and similar classroom tests? 6. Is the student using another accommodation during the administration of the state test that may require the provision of the <i>Multiple Testing Sessions</i> accommodation? 7. Should the student be provided the <i>Testing in a Separate Room</i> accommodation? 8. Has the team or committee considered how the <i>Multiple Testing Sessions</i> accommodation will be provided to the student during the administration of the state test?

One Test Item Per Page Edition	<ol style="list-style-type: none"> 1. Does the student routinely use one test item per page materials during classroom instruction and similar classroom tests? 2. Does the student have visual-discrimination difficulties? 3. Will the student need the <i>Multiple Testing Sessions</i> accommodation? 4. How will the student record responses to the one test item per page edition of the test (e.g., mark in the test book, dictate to a scribe, or use assistive technology), and is this accompanying accommodation documented in the IEP or Section 504 Plan?
Scheduled Extended Time	<ol style="list-style-type: none"> 1. Does the student routinely use the <i>Scheduled Extended Time</i> accommodation during classroom instruction and similar classroom tests? 2. Is the student being provided another accommodation during the administration of the state test that may require the provision of the <i>Scheduled Extended Time</i> accommodation? 3. Can the student complete the state test with extended time in one day? If not, the <i>Multiple Testing Sessions</i> accommodation should be discussed. 4. Should the student be provided the <i>Testing in a Separate Room</i> accommodation? 5. Has the team or committee considered how the <i>Scheduled Extended Time</i> accommodation will be provided to the student during the administration of the state test?
Student Marks Answers in Test Book	<ol style="list-style-type: none"> 1. Does the student routinely use the <i>Student Marks Answers in Test Book</i> accommodation during classroom instruction and similar classroom tests? 2. Does the student have difficulty transferring information or staying focused?
Student Reads Test Aloud to Self	<ol style="list-style-type: none"> 1. Does the student routinely use the <i>Student Reads Test Aloud to Self</i> accommodation during classroom instruction and similar classroom tests? 2. If the student will be provided this accommodation to read the test aloud, will the student also need a device (e.g., PVC elbow pipe) that will direct the sound toward the student's ear? 3. If the student will be provided this accommodation, has the <i>Testing in a Separate Room</i> (one-on-one) accommodation also been indicated as an accommodation?

<p>Test Read Aloud (in English)</p>	<ol style="list-style-type: none"> 1. Does the student routinely use the <i>Test Read Aloud (in English)</i> accommodation during classroom instruction and similar classroom tests? 2. Has the team or committee considered the method (i.e., test administrator reads the test aloud, a device reads the test aloud, or a combination of the two methods) by which the student will be provided this accommodation during the administration of state tests that do not measure reading comprehension? 3. Has the team reviewed the limitations of this accommodation when a device reads the test aloud as described in this handbook? 4. For online testing, is the student able to control the mouse in order to click on the button to activate the read aloud option for a block of text? 5. Does the student routinely have information read aloud by a device during classroom instruction and similar classroom tests? 6. Would the student’s functioning reading level affect his or her performance on a state test that does not measure reading comprehension? 7. Has the team or committee considered the specific manner (e.g., everything read aloud, read aloud upon request) in which the student will be provided this accommodation during the administration of the state test? 8. Will the student be comfortable requesting that the test questions are read aloud? 9. If the student will be provided this accommodation, has the <i>Testing in a Separate Room</i> accommodation been discussed? 10. Is the student agreeable to testing in a separate room? 11. Will the test administration be one-on-one or in a small group? 12. Is the student comfortable wearing headphones? If not, the student must receive the <i>Testing in a Separate Room (one-on-one)</i> accommodation so that he or she will not have to wear headphones. 13. Should the student be provided the <i>Scheduled Extended Time or Multiple Testing Sessions</i> accommodation? 14. For online testing, does the test administrator require a special setup of an additional computer monitor or another visual device to read the test aloud to the student? 15. If the IEP team or Section 504 committee is considering the provision of the <i>Test Read Aloud (in English)</i> accommodation during the administration of a state test that measures reading comprehension, are the student, parent or legal guardian, and committee aware that the test results will not be valid?
<p>Testing in a Separate Room</p>	<ol style="list-style-type: none"> 1. Does the student typically require a separate room to complete classroom assignments and similar classroom tests? 2. Is the student being provided another accommodation during the administration of the state test that may require the provision of the <i>Testing in a Separate Room</i> accommodation? 3. Will the student receive this accommodation during the state test administration on an individual basis or in a small group? Has the maximum number or a range for the small group been specified on the IEP or Section 504 Plan? 4. Does the student require a study carrel, special furniture, or special lighting?

Appendix B: Accommodation Request

In rare cases, a student with a disability may require the use of an accommodation to access state tests that is not specified in the *Testing Students with Disabilities Handbook*. In such cases, the following procedure is in place for schools to submit an *Accommodation Request* to the North Carolina Department of Public Instruction Office of Accountability and Testing:

Directions for Charter School Test Coordinators

1. If the request is valid, complete the electronic version of the *Accommodation Request* form located in NCTest Admin and submit it for review.
2. The form must be received by the Office of Accountability and Testing as soon as possible after the Individualized Education Program (IEP) team or Section 504 committee meeting.

Directions for School Test Coordinators

1. Complete a copy of the *Accommodation Request* form available from the public school unit test coordinator or at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-accommodations>. Include all requested information and be as specific as possible. When submitting the request to the public school unit test coordinator, additional pages may be attached to substantiate the request.
2. Submit the request to the public school unit test coordinator using a secure method (e.g., encrypted file via email, courier service, hand delivery).

Directions for Public School Unit Test Coordinators

1. Screen the request to ensure it is valid and all necessary details and information are included.
2. If the request is deemed invalid, provide feedback to the school test coordinator, and if necessary, ask that the request be resubmitted.
3. If the request is valid, complete the electronic version of the *Accommodation Request* form located in NCTest Admin and submit it for review.
4. The form must be received by the Office of Accountability and Testing as soon as possible after the IEP team or Section 504 committee meeting.

Annual Testing Program Review and Response

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

Accommodations used during the administration of North Carolina tests must be used routinely during classroom instruction and similar classroom tests. The use of certain accommodations may invalidate test results. Invalid test results must not be included in the student’s permanent record or be used for accountability purposes.

Accommodation Request		
School code (six digits)		
School name:		
Student name:		
Student ID number:		
Assigned grade level:		
Testing accommodation documentation:	<input type="checkbox"/> Section 504 Plan <input type="checkbox"/> Individualized Education Program (IEP)	
Name of state test(s):	<input type="checkbox"/> BOG3 <input type="checkbox"/> Read to Achieve <input type="checkbox"/> Grade 3 Student Reading Portfolio <input type="checkbox"/> EOG Reading <input type="checkbox"/> EOG Mathematics <input type="checkbox"/> EOG Science <input type="checkbox"/> EOC English II <input type="checkbox"/> EOC Biology <input type="checkbox"/> EOC NC Math 1 <input type="checkbox"/> EOC NC Math 3 <input type="checkbox"/> WIDA Screener <input type="checkbox"/> ACCESS for ELLs <input type="checkbox"/> CCRAA <input type="checkbox"/> NCEXTEND1 <input type="checkbox"/> WIDA Alternate ACCESS	<input type="checkbox"/> Reading NC Check-Ins 2.0 A <input type="checkbox"/> Reading NC Check-Ins 2.0 B <input type="checkbox"/> Reading NC Check-Ins 2.0 C <input type="checkbox"/> Mathematics NC Check-Ins 2.0 A <input type="checkbox"/> Mathematics NC Check-Ins 2.0 B <input type="checkbox"/> Mathematics NC Check-Ins 2.0 C <input type="checkbox"/> Science NC Check-Ins 2.0 (Earth) <input type="checkbox"/> Science NC Check-Ins 2.0 (Life) <input type="checkbox"/> Science NC Check-Ins 2.0 (Physical) <input type="checkbox"/> English II NC Check-Ins 2.0 A <input type="checkbox"/> English II NC Check-Ins 2.0 B <input type="checkbox"/> NC Math 1 Check-Ins 2.0 A <input type="checkbox"/> NC Math 1 Check-Ins 2.0 B <input type="checkbox"/> NC Math 3 Check-Ins 2.0 A <input type="checkbox"/> NC Math 3 Check-Ins 2.0 B <input type="checkbox"/> Biology NC Check-Ins 2.0 (Structure) <input type="checkbox"/> Biology NC Check-Ins 2.0 (Ecosystems) <input type="checkbox"/> Biology NC Check-Ins 2.0 (Genetics and Evolution) <input type="checkbox"/> Biology NC Check-Ins 2.0 (Molecular)
Test date for each test mm/dd/yyyy		

<p>Specify the accommodation (2–3 words):</p>	
<p>Describe <u>in detail</u> how the accommodation will be used during the test administration.</p>	
<p>Explain <u>in detail</u> the reason(s) the accommodations available in the state accommodations publications are not appropriate for the student.</p>	
<p>Explain <u>in detail</u> the reason(s) that the student requires the use of the accommodation. Documentation must be on file to verify that the student has routinely used this accommodation during classroom instruction and similar classroom assessments this school year.</p>	
<p style="text-align: center;">Enter Braille Options Here</p> <p> <input type="checkbox"/> EBAE <input type="checkbox"/> Uncontracted <input type="checkbox"/> Embedded with Nemeth <input type="checkbox"/> UEB <input type="checkbox"/> Contracted <input type="checkbox"/> Other (Other Braille editions not specified above, list specifications here): <div style="border: 1px solid black; height: 30px; width: 100%; margin-top: 5px;"></div> </p>	

Exceptional Children Teacher’s Signature

Date

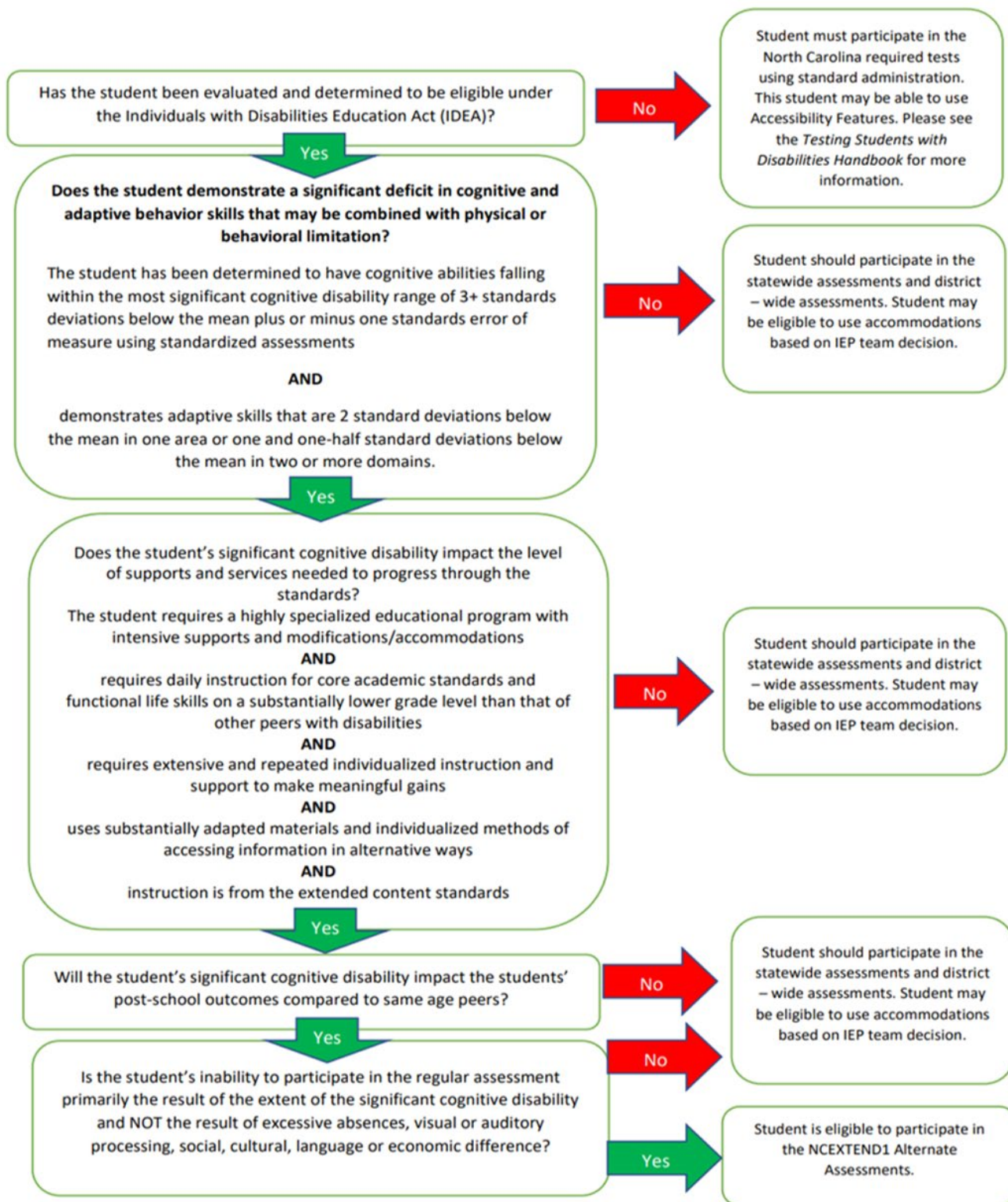
Principal’s Signature

Date

Public School Unit Test Coordinator’s Signature

Date

Appendix C: North Carolina Alternate Assessment Decision-Making Flow Chart—Guidance Provided for IEP Teams



Appendix D: Testing Accommodations: Logistics Planning Checklist¹

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

ACCOMMODATIONS THROUGHOUT THE ACADEMIC YEAR		Y	N	NA
1.	Accommodations are documented in student's IEP or Section 504 Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Student uses accommodations regularly and evaluates use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	A master accommodations plan or database listing assessment accommodation needs for all tested students is updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PREPARATION FOR TEST DAY		Y	N	NA
4.	Paper test editions are ordered for individual students based on information contained in a master accommodations plan (e.g., Braille, large print).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Test administrators and proctors receive a list of accommodation needs for students they will supervise (list comes from a master accommodations plan or database).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Adult supervision is arranged, and test administrators receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Trained readers, scribes, and sign language interpreters are arranged for individual students (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Special equipment is arranged and checked for correct operation (e.g., calculator, word processor).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACCOMMODATIONS ON THE DAY OF THE TEST		Y	N	NA
9.	Accommodations are provided based on the student's IEP or Section 504 Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CONSIDERATION AFTER THE DAY OF THE TEST		Y	N	NA
10.	Responses are transcribed into the online testing system for students using <i>Student Marks Answers in Test Book</i> , <i>AT Devices</i> , and other accommodations in which the student does not record his or her answers directly into the online testing system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	All equipment is returned to appropriate locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Students who take makeup tests receive needed accommodations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Effectiveness of accommodations use is evaluated by test administrators and students, and plans are made for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Appendix E: Sample—Review of Accommodations Used During Testing Form

Review of Accommodations Used During Testing

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

Column 1: To Be Completed before Testing	Column 2: To Be Completed during/after Testing		
Check the required accommodations documented on the student's IEP/Section 504 Plan/EL Plan/Transitory Impairment Documentation.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Was this accommodation provided to the student during testing?</td> <td style="width: 50%; padding: 5px;">Describe the specific details of how this accommodation was provided to the student. Did the student use the accommodation? If yes, how did he/she use it?</td> </tr> </table>	Was this accommodation provided to the student during testing?	Describe the specific details of how this accommodation was provided to the student. Did the student use the accommodation? If yes, how did he/she use it?
Was this accommodation provided to the student during testing?	Describe the specific details of how this accommodation was provided to the student. Did the student use the accommodation? If yes, how did he/she use it?		

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

Printed name of person completing this portion of the form:	Printed name of person completing this portion of the form:
Signature of person completing this portion of the form:	Signature of person completing this portion of the form:
Comments/considerations for next IEP/Section 504/EL/Transitory Impairment team meeting:	

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

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

Review of Accommodations Used During Testing

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

<input type="checkbox"/>	Adaptations to NCDPI-provided manipulatives, such as raised lines, enlarged text/pictures, placement of pictures on information boards, and use of student-specific symbols		
<input type="checkbox"/>	Assistive Technology Specify:		
<input type="checkbox"/>	Braille Edition Specify:		
<input type="checkbox"/>	Braille Writer/Braille Paper		
<input type="checkbox"/>	Cranmer Abacus		
<input type="checkbox"/>	Dictation to a Scribe		
<input type="checkbox"/>	Electronic Braille Notetaker		
<input type="checkbox"/>	Interpreter/Translator Signs/Cues Test		
<input type="checkbox"/>	Large Print Edition		
<input type="checkbox"/>	Magnification Devices		
<input type="checkbox"/>	Multiple Testing Sessions Specify:		
<input type="checkbox"/>	One Test Item Per Page Edition		
<input type="checkbox"/>	Scheduled Extended Time Specify:		
<input type="checkbox"/>	Slate and Stylus/Braille Paper		
<input type="checkbox"/>	Student Marks Answers in Test Book		
<input type="checkbox"/>	Student Reads Test Aloud to Self		
<input type="checkbox"/>	Test Read Aloud (In English) Specify:		
<input type="checkbox"/>	Testing in a Separate Room Specify:		
<input type="checkbox"/>	Special NCDPI-Approved Accommodation(s) Specify:		
<input type="checkbox"/>	Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (EL only)		

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 team meeting:	

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

Appendix G: Sample—Print Format Error Report Form

Print Format Error Report Form Annual Testing Program

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

The following information must be completed for each form submitted:

Public School Unit Number: _____
 Public School Unit Name: _____
 School Name: _____
 Test Administrator Name: _____
 Test Administration Date: _____

Test Information
 Test Name: _____
 Test Form Letter: _____
 Test Form Number: _____
 Test Administration Date: _____

Check the appropriate section of the test that contains the noted potential error(s):
 Math – Calculator Inactive Math – Calculator Active

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

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

* Please list page number in accommodated test book

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FAX original to 919.515.4647
 ATTN: Accommodations Test Coordinator

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

Stock No. 24464

Appendix I: List of accommodation codes and descriptions

Accommodation code	Description
AST	Assistive Technology
BRW	Braille Writer (Braille Paper)
BSS	Slate and Stylus (Braille Paper)
CAB	Cranmer Abacus
DSC	Dictation to a Scribe
EBA	Braille Edition (EBAE)
EBN	Electronic Braille Notetaker
EXT	Scheduled Extended Time
ISC	Interpreter/Transliterators Signs/Cues Test
LPR	Large Print Edition
MAG	Magnification Devices
MAN	Adaptations to NCDPI-Provided Manipulatives (EXT1 Only)
MLT	Multiple Testing Sessions
MRK	Student Marks Answers in Test Book
OIP	One Test Item Per Page Edition
OTH	<i>Other Accommodation</i> (specify in comment)
RAS	Student Reads Test Aloud to Self
STD	Standard Administration
TRA	Test Read Aloud (in English)
TRD	Word-to-Word Bilingual Dictionary (EL Only)
TSG	Testing in a Separate Room—Small Group
TSO	Testing in a Separate Room—One-on-One
UEB	UEB Braille Edition (UEB)

Appendix J: Abbreviations

The following list includes, but is not limited to, terms and abbreviations commonly used in the *Testing Students with Disability Handbook*.

Abbreviations	Meaning
AA-AAS	Alternate Academic Achievement Standards
ACCESS for ELLs	Assessing Comprehension and Communication in English State-to-State for English Language Learners
ASL	American Sign Language
AT	Assistive Technology
BOG3	Beginning-of-Grade 3 Reading Test
CCRAA	College and Career Readiness Alternate Assessment
CCSSO	Council of Chief State School Officers
CCTV	Closed-Circuit Television
CR	Constructed Response
CTE	Career and Technical Education
EBAE	English Braille American Edition
ECATS	Every Child Accountability and Tracking System
EC	Exceptional Children
EL	English Learner
EOC	End-of-Course
EOG	End-of-Grade
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
IDEA	Individuals with Disabilities Education Improvement Act
IEP	Individualized Education Program
LEA	Local Education Agency
NAEP	National Assessment of Educational Progress
NCDPI	North Carolina Department of Public Instruction
NCSIS	NC Student Information System
NCSCOS	<i>North Carolina Standard Course of Study</i>
OTISS	Online Testing Irregularity Submission System
PSU	Public School Unit
RAC	Regional Accountability Coordinator
SBE	State Board of Education
Section 504	Section 504 of the Rehabilitation Act of 1973
SIQ	Student Interface Questions
TOPS	Technical Outreach for Public Schools
TNN	Testing News Network
UEB	Unified English Braille
USED	United States Department of Education

Appendix K: Testing Code of Ethics

Introduction to the Testing Code of Ethics

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

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

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

Security

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

Preparation

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

Administration

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

Scoring, Analysis, and Reporting

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

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

16 NCAC 06D .0311 TESTING CODE OF ETHICS

- (a) This Rule shall apply to all public school unit (PSU) employees or agents while they are administering the Annual Testing Program defined in Rule .0307(c) of this Section.
- (b) The PSU shall develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher.
- (c) The PSU shall require all testing coordinators, school test coordinators, test administrators and proctors to be trained as required in Rule .0308 of this Section.
- (d) The PSU shall designate the personnel who are authorized to have access to secure test materials. "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items.
 - (1) Persons who have access to secure test materials shall not use those materials for any purpose other than test administration.
 - (2) No person shall copy, reproduce, or paraphrase the test materials without the express written consent of the test publisher.
- (e) The principal shall store test materials in a locked facility to which only the principal has access. The principal shall not allow anyone access to the test materials except as necessary for administration.
- (f) When PSU personnel discover loss of materials, failure to account for materials, or any evidence of unauthorized access to the materials, they shall report the discovery without delay to the principal, school test coordinator, school system (LEA) test coordinator, or charter school director.
- (g) PSUs shall ensure that test coordinators:
 - (1) plan and implement training for school test coordinators, test administrators, and proctors;
 - (2) ensure each school test coordinator and test administrator is trained in accordance with Rule .0308 of this Section; and
 - (3) in conjunction with program administrators, ensure test accommodations to students entitled to testing accommodations as defined in 16 NCAC 06G .0315; are documented and provided.
- (h) The principal or the principal's designee shall serve as school test coordinator.
- (i) The principal shall ensure the school test coordinator maintains test security and accountability of test materials, including taking the following actions:
 - (1) before each test administration, the school test coordinator shall count and distribute test materials;
 - (2) after each test administration, the school test coordinator shall without delay collect, count, and return all test materials to the locked storage facility;
 - (3) establishes procedures to assure all students participating in the Annual Testing Program have an equal opportunity to demonstrate their knowledge on the test; and
 - (4) identifies and trains personnel, proctors, and backup personnel for test administrations.
- (j) Teachers may help students improve test-taking skills by:
 - (1) helping students become familiar with test formats using curricular content;
 - (2) teaching students test-taking strategies and providing practice sessions;
 - (3) helping students learn ways of preparing to take tests; and
 - (4) using resource materials such as test questions from test item banks and linking documents in instruction and test preparation.
- (k) With respect to test administration, PSUs shall:
 - (1) assure each school establishes procedures to ensure all test administrators comply with test publisher guidelines;
 - (2) inform the local board of education of any breach of this code of ethics; and
 - (3) inform test coordinators and principals of their responsibilities.
- (l) The school test coordinator shall:

- (1) assure school personnel know the content of rules in this Section and local testing policies;
 - (2) implement the school system and local testing policies and procedures to assure all students participating in the Annual Testing Program have an equal opportunity to demonstrate their knowledge on the test;
 - (3) ensure proctors are trained; and
 - (4) ensure all violations of rules in this Section and local testing policies are reported to the school system (LEA) test coordinator.
- (m) Test administrators shall:
- (1) administer tests according to the directions in the assessment guide and any subsequent updates developed by the test publisher;
 - (2) administer tests to all students enrolled in a grade or course that requires a test in the Annual Testing Program;
 - (3) report all violations of rules in this Section and local testing policies to the school test coordinator; and
- (n) Proctors shall serve as additional monitors to help the test administrator assure that students have an equal opportunity to demonstrate their knowledge on the test.
- (o) Scoring. The school system test coordinator shall:
- (1) ensure each test is scored according to the procedures and guidelines defined for the test by the test publisher;
 - (2) maintain quality control during the entire scoring process, which consists of handling and editing documents, scanning answer documents, and producing electronic files and reports. Quality control shall address scoring accuracy and scoring consistency.
 - (3) maintain security of tests and data files at all times, including;
 - (A) protecting the confidentiality of students at all times when publicizing test results; and
 - (B) maintaining test security of answer keys and item-specific scoring rubrics.
- (p) Educators shall use test scores as one piece of information to be interpreted together with other scores and indicators when determining a student's grade. The PSU shall ensure that school personnel analyze and report test data within the limitations described in this Paragraph.
- (1) Educators shall maintain the confidentiality of individual students. PSU personnel shall not publicize test scores or any written material containing personally identifiable information from the student's educational records except as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g and regulations adopted pursuant thereto.
 - (2) Staff development relating to testing must enable school personnel to respond knowledgeably to questions related to testing, including the tests, scores, scoring procedures, and other interpretive materials.
- (q) Unethical testing practices include the following practices:
- (1) encouraging students to be absent the day of testing;
 - (2) encouraging students not to do their best;
 - (3) using secure test items or modified secure test items for instruction;
 - (4) changing student responses at any time;
 - (5) interpreting, explaining, or paraphrasing the test directions or the test items;
 - (6) classifying students for the purpose of avoiding State testing;
 - (7) not testing all students enrolled in a grade or course that requires a test in the Annual Testing Program;
 - (8) failing to provide required accommodations during testing to students entitled to testing accommodations as defined in 16 NCAC 06G .0315;
 - (9) modifying scoring programs including answer keys, equating files, and lookup tables;
 - (10) modifying student records for the purpose of raising test scores;

- (11) using a single test score to place a student in a grade or a course; and
- (12) providing inaccurate test results and interpretations to the public.
- (r) In the event of a violation of this Rule, the State Board of Education may impose any one or more of the following sanctions:
 - (1) withhold any monetary incentive awards;
 - (2) file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;
 - (3) seek criminal prosecution of the person or persons responsible for the violation; and
 - (4) in accordance with the provisions of 16 NCAC 06C .0312, suspend or revoke the professional license of the person or persons responsible for the violation.

*History Note: Authority G.S. 115C-12(9); 115C-174.11; 115C-174.12; 115C-218.85(a)(3);
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