GUIDELINES FOR TESTING STUDENTS IDENTIFIED AS ENGLISH LEARNERS

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Contents

A. English Learner Testing and Accountability Requirements

This publication contains policy guidelines and procedures for testing students who are identified as English Learners (ELs) in the Annual Testing Program. Students whose primary language is not English and are identified as ELs represent a steadily increasing percentage of North Carolina's school population at all grade levels across the state.

State and federal laws require that all students participate in the Annual Testing Program. The public school unit must ensure all students, including those identified as ELs who have the appropriate documentation, participate in the standard administration of a North Carolina test and, if eligible, receive appropriate accommodations during the administration of the test. To ensure test results are valid, all school personnel must follow the appropriate procedures for use of accommodations by ELs presented in this publication and any published supplements or updates.

EL teams or committees must review this publication before making decisions about testing accommodations for students identified as ELs who are participating in the Annual Testing Program at grades 3–12. Although this publication addresses the testing of students identified as ELs who are part of the regular education program, some students with disabilities are also identified as ELs. Additional information regarding the testing of students with disabilities who are also identified as ELs can be found in the *Testing Students with Disabilities Handbook*.

Policy for Duplicating or Quoting from This Publication
North Carolina public school unit personnel, parents, guardians, and students may duplicate or download this publication for instructional and educational purposes only. Portions of this document may also be duplicated and distributed to members of the school-based EL team or committee so informed decisions for testing students identified as ELs may be made. This publication is located on the North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services website at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-identified-english-learners.

Public school unit test coordinators and EL coordinators must train local staff on the content contained in this document and disseminate any subsequent published supplements or updates to this publication that provide additional information for decision making in testing students identified as ELs.

Participation in the Annual Testing Program
Per General Statute §115C-174.11(c)(1), **"**The State Board of Education (SBE) 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." Further information about testing students identified as ELs can be found in SBE policy TEST-011.

Notification of Required Testing
According to 16 N.C. Admin. Code 06D .0307, "LEAs shall, at the beginning of each school year, provide information to students and parents or guardians advising them of the districtwide and state-mandated tests that students will be required to take during the school year. In addition, LEAs shall provide information to the students and parents or guardians to advise them of the dates the tests will be administered and how the results from the tests will be used and the consequences thereof. Also, information provided to parents or guardians shall include whether the SBE or local board of education requires the test(s). LEAs shall report scores resulting from the administration of districtwide and state-mandated tests to students and parents or guardians along with available score interpretation information within thirty (30) days from the generation of the score at the LEA level or from the receipt of the score and interpretive documentation from the North Carolina Department of Public Instruction (NCDPI)."

Students Identified as English Learners (ELs)
Public school units must identify students in need of language assistance services within thirty calendar days of enrollment. The W-APT™ or WIDA™ Screener is the test used in North Carolina for initial identification and placement of students identified as ELs. The administration of the WIDA Screener is based on results from the Home Language Survey (HLS) process. The HLS process and the identification and subsequent placement of EL students in English as a Second Language (ESL) services are guided at the state level by the NCDPI Division of Academic Standards. For additional information or questions concerning students identified as English Learners, contact ESLTitleIII@dpi.nc.gov.

Once identified as an EL (results from W-APT/WIDA Screener or ACCESS for ELLs® [within one year]), state and federal law require students to be assessed annually with a state-identified English language proficiency test. The test currently used by North Carolina is the Assessing Comprehension and Communication in English State-to-State (ACCESS) for English

Language Learners (ELLs), or the ACCESS for ELLs. Eligible students may participate in the Alternate ACCESS for ELLs in place of the ACCESS for ELLs. Results from these tests for English language proficiency help determine eligibility for state-approved testing accommodations when taking tests that are part of the Annual Testing Program, such as the end-of-grade (EOG) and end-of-course (EOC) tests.

Alternate ACCESS for ELLs

The Alternate ACCESS for ELLs is the alternate assessment for the ACCESS for ELLs test. The Alternate ACCESS for ELLs 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 Alternate ACCESS for ELLs is designed for only a small population of ELs who meet all the following eligibility criteria:

- The student has a current Individualized Education Program (IEP) that reflects the student meets the eligibility criteria for the Alternate ACCESS for ELLs test.
- The student must be instructed using the North Carolina Extended Content Standards (i.e., reading and mathematics) and the North Carolina Extended Essential Standards (i.e., science).
- The student must 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 Alternate ACCESS for ELLs and must continue to take the regular ACCESS for ELLs.)
- If the student does not have ACCESS for ELLs scores from the prior school year, the student's WIDA Screener results must have a proficiency level of 1 in all applicable domains.

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

Eligibility for Testing Accommodations

As illustrated in Table 1, students who score below Level 5.0 Bridging on the reading domain of the WIDA Screener or ACCESS for ELLs are eligible to receive state approved EL testing accommodations on all state tests. Students who score Level 5.0 Bridging or above on the reading domain of the WIDA Screener, ACCESS for ELLs, or exit EL status must participate in all state tests without accommodations (SBE policy TEST-011).

Table 1. Students Eligible to Receive EL Testing Accommodations

Domain	1 Entering	2 Emerging	3 Developing	4 Expanding	5 Bridging	6 Reaching
Reading	**Eligible to Receive State Approved EL Testing Accommodations for All State Tests**				Must participate in the general state Test administration without EL testing accommodations	

Inclusion of ELs in the State Accountability Model

The Every Student Succeeds Act (ESSA) requires that each state develop a plan for the inclusion of recently arrived ELs in the state accountability model. State Board Policy ACCT-021 requires that all students identified as ELs must participate in state tests beginning with their first year in a United States (U.S.) school. For the first year, the requirement is for participation and for reporting (e.g., NC School Report Card), not the accountability model. For year two, ELs' test scores will be included in the growth analysis for the accountability model. For year three and beyond, ELs' test scores will be included in growth and the achievement indicator of the accountability model. Table 2 illustrates how North Carolina will include ELs in the accountability model for content tests.

Table 2. Inclusion of English Learners in the Accountability Model

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

Alternate Composite Score Calculation for English Learners with Less Than Four Domains
An alternate composite score will be calculated for any student who has a documented disability in an IEP or Section 504 Plan preventing participation in one domain on the ACCESS for ELLs test. This alternate composite score calculation is the baseline for student progress in subsequent years. The alternate composite score calculation only applies to students taking the ACCESS for ELLs test; it does not apply to students taking the Alternate ACCESS for ELLs test.

Exiting EL Identification
Results from the annual ACCESS for ELLs test are used in determining whether a student may exit EL identification. Students must meet the Comprehensive Objective Composite (COC) set by the state to exit EL status. The COC defines the attainment of English language proficiency by a student reaching an overall composite score of 4.8 or above. The exit criteria is the same for both the adaptive online version and the paper version of the ACCESS for ELLs.

Students who exit EL identification are no longer assessed on the English language proficiency test nor are they eligible to receive EL accommodations on state tests.

Reidentification of EL Students
Any former EL (exited EL status) student may be reidentified as determined locally by the public school unit. To reidentify a student who
1. was screened and did not qualify as an EL (Never), or
2. has "Exited" EL identification through the WIDA ACCESS for ELLs assessment,

schools will need to begin the reidentification process by reviewing and documenting the student's academic progress with the EL team and the parents or guardians. If it is determined that language is a barrier to the student's academic achievement, the student can be reidentified through the WIDA Screener testing process. Documentation to support administering the WIDA Screener or W-APT should be retained at the public school unit (grade level and semester determine appropriate test). The language assessment screener can only be given one time per academic school year. For example, if a student was screened in kindergarten and did not qualify as an EL, the student cannot be retested until first grade.

Monitored Former English Learner
The ESSA requires that each state determine if students who have exited EL status (using the English language proficiency test) will be included in subgroup reporting for the accountability model. In North Carolina, students will be considered Monitored Former English Learners (MFELs) for four years after they exit EL status and thus be a part of the EL subgroup for all disaggregated data (i.e., reading, math, science, graduation rate).

Table 3 is an example of how a student will be included in the EL subgroup after exiting EL status.

Table 3. Inclusion in the EL Subgroup after Exiting EL Status

Year	EL Identification	ELP Test Participation	Included in the EL Subgroup
2016–17	EL	Takes ELP test and exits EL status	Yes
2017–18	Exited Year 1	Not tested on the ELP test	Yes
2018–19	Exited Year 2	Not tested on the ELP test	Yes
2019–20	Exited Year 3	Not tested on the ELP test	Yes
2020–21	Exited Year 4	Not tested on the ELP test	Yes
2021–22	N/A	Not tested on the ELP test	No

Transfer Students
When a student identified as an EL transfers
- within a public school unit,
- to another North Carolina public school unit, or
- transfers out of North Carolina,

the student's English language proficiency scores must be transferred with the student's cumulative record to the new school.

Scores from WIDA Consortium Member States. When students transfer to a North Carolina school with scores from a WIDA Consortium Member state, the WIDA Screener, W-APT, and ACCESS for ELLs scores can be used for determining EL status by applying the North Carolina criteria for identification and exit. A list of participating states can be found on the WIDA Consortium's home page (under Members/States) at http://wida.wisc.edu. When a student enrolls in a school from a WIDA Consortium Member State, the school has up to thirty calendar days from enrollment to obtain WIDA Screener, W-APT, and ACCESS for ELLs test scores from the member state. If the scores are less than one year old, they may be used for making decisions regarding EL identification and placement. If the scores are more than a year old or the receiving school does not receive the scores within the timeline, the school must administer the WIDA Screener or W-APT to determine EL identification and eligibility for English as a Second Language (ESL) services. If the student previously attended a North Carolina public school, the identification from the most recent NC enrollment still applies.

Each student identified as an EL must be assessed annually. Students who transfer to North Carolina during the test window must be assessed even if they have taken the ACCESS for ELLs in another state during the current school year.

Scores from Non-WIDA States. For students who transfer from non-WIDA states, the public school unit should administer and follow the Home Language Survey (HLS) process. If review of the survey shows no language other than English, the student is not a language minority student. The completed HLS is filed in the student's cumulative folder. Responses to any of the questions on the HLS indicating languages other than English should prompt the school to investigate and determine the student's home language. If the student is identified as a language minority student, the public school unit must administer the state-identified W-APT/WIDA Screener within thirty calendar days of the student's initial enrollment. For additional information or questions concerning scores from Non-WIDA states or the HLS process, contact ESLTitleIII@dpi.nc.gov.

B. Responsibilities of Public School Unit Test Coordinators and EL Coordinators

There should be communication and collaboration between public school unit test coordinators and EL coordinators to ensure appropriate training and support are offered to test administrators and related personnel involved in tests that are part of the Annual Testing Program. The public school unit test coordinator and EL coordinator must work collaboratively to provide information to school-based staff regarding policies and procedures for testing students identified as ELs. This information will demonstrate how to appropriately document a student's participation in the statewide testing program, including whether the student will participate in either the

1. general test under standard conditions (i.e., without testing accommodations) or
2. the general test with testing accommodations.

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

Document Information

Public school unit test coordinators and EL coordinators are expected to distribute and review copies of this document, which contains SBE policies for testing students identified as ELs, to appropriate school personnel and EL team or committee members so these individuals can make informed decisions related to testing students identified as ELs.

This publication addresses the policies and procedures for testing students identified as ELs. For students identified as ELs who also have disabilities, refer to the Annual Testing Program's *Testing Students with Disabilities Handbook*.

Joint Responsibility

It is recommended that public school units develop a local plan to designate the responsibilities of the public school unit test coordinator and EL coordinator in the testing of students identified as ELs. It is the joint responsibility of these coordinators to work collaboratively to ensure the following occur within a reasonable time frame:

1. All school test coordinators, school administrators, teachers, parent(s), guardian(s), surrogate parent(s), and students age eighteen or older

are informed of
   a. the state testing requirements at each grade level (including the state-identified English language proficiency test and 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 North Carolina alternate assessments.
2. A local monitoring system is established to ensure only eligible students identified as ELs who have appropriate documentation in their current EL Plans are provided testing accommodations during the administration of state tests and, to ensure valid test results, all state policies are followed.
3. The required documentation in the student's EL Plan is on file in a secure location in compliance with the Annual Testing Program and with all federal requirements.
4. Any special scheduling or other provisions that may be required to accommodate the testing of ELs is arranged.
5. Each school's implementation of state policies is monitored to ensure appropriate procedures are followed during the administration of state tests with accommodations. Appropriate accommodations are provided only to students identified as ELs who have documentation that they are eligible to receive them.
6. A local system is established for (a) notifying parents, legal guardians, surrogate parents, and students before the test administration date about the approved accommodations the student will be provided during the test administration and (b) creating procedures to follow if a student declines to use the approved accommodation(s) during a test administration.
7. All appropriate staff receive training on the state-identified language proficiency test.

Joint Training of Local Staff
Early in the school year, school personnel must receive training on how to use accommodations during instruction. Before testing, training sessions on testing ELs must be conducted by the public school unit for
   1. test administrators,
   2. proctors (if utilized),
   3. ESL teachers, and
   4. any other appropriate school personnel who serve students identified as ELs on EL teams or committees or who are otherwise involved in administering a state test or providing accommodations during the administration of a state test (with the exception of EL testing accom-modations on the state-identified English language proficiency test).

Training related to testing is primarily the responsibility of the public school unit test coordinators. However, EL coordinators and general curriculum specialists are strongly encouraged to participate and assist in developing training for personnel involved in testing students with limited English proficiency. A test can only be administered by an individual who a) has participated in training on the administration of state tests and the appropriate use of accommodations, b) has completed the test publisher's required training for each test administration in the WIDA secure online portal (quizzes and certificates), c) has been given a copy of the *Testing Code of Ethics*, d) has reviewed the *Testing Code of Ethics*, and e) has a signed a security agreement.

All public school unit personnel are to be made aware of the following when administering state tests with or without accommodations:
1. A trained proctor (i.e., one-on-one, full time proctor or a roving proctor) may be assigned to a teacher who is administering a state-mandated test, regardless of the number of students tested. Test administrators may require special assistance from a trained proctor when administering the alternate assessment or tests requiring accommodations.
2. The security of the test and any confidential student information must always be maintained.

Training on testing ELs includes
1. review of the standard procedures for administrating the test(s);
2. information located in the *Guidelines for Testing Students Identified as English Learners* document (this publication) and the *Testing Code of Ethics* located in *Appendix B,* which includes information about maintaining test security and the sanctions for violations; and
3. information about testing accommodations (Additional information regarding accommodations is in *Sections C, D,* and *E* of this publication.):
   - To ensure valid test results, training before the administration of each state test must include the review of accommodation(s) that have been approved for the student to use with specific tests and the appropriate use of and procedures for the provision of the approved accommodation(s).
   - A student may require accommodations for only one test (e.g., reading), or a student may have approval for accommodations for several tests (e.g., reading, mathematics, and science). In addition, a student may have approval for more than one accommodation per test because of his or her individual needs.
   - The test administrator must complete the accommodations provided on the Accommodations tab in NCTest for online tests or

code all applicable bubbles on the student answer sheet for paper tests to identify the specific accommodation(s) provided during the test administration. Accommodation documentation must be accurate. This information is used for state and federal reporting purposes and for making determinations about the validity of test scores.

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

Review of Recommendations

The EL coordinator, in collaboration with the public school unit test coordinator, are to review the testing accommodations determined by the EL teams or committees. This may include the review of individual student's documented testing accommodations in EL Plans and any available testing accommodations reports from the accommodations management system (i.e., ECATS, PowerSchool, or the public school unit-approved, third-party application).

C. Determining Participation in the General Test Administration with or without Accommodations

The following procedures are used when determining whether ELs will participate in the general state test administration with or without accommodations.

General Local Procedures
Instructional and testing needs for a student identified as an EL must be considered annually during the review of the student's EL Plan. The EL team or committee should discuss the individual instructional and testing needs of the student who is to participate in the state-mandated test administration. Information in this publication must be studied and, in the case of each student, the team or committee must determine which of the following options is appropriate for each state test or national test (e.g., NAEP) at the grade level or course:
1. the general test under standard conditions (i.e., without testing accommodations) or
2. the general test with testing accommodations.

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

The following provides procedures that public school unit test coordinators must follow to ensure EL teams or committees have current information to consider when determining how a student will participate in the state tests:
1. Distribute copies of this publication to appropriate school and local personnel.
2. Provide school-based staff with current information regarding student participation in the Annual Testing Program, which includes
    i. state tests and national assessments (e.g., NAEP) required at each grade or course;
    ii. guidelines for testing under standard conditions;
    iii. procedures for testing with accommodations (including procedures to be followed in the event (1) the student declines to use the accommodation and (2) an accommodation not located in this publication is provided during the administration of a North Carolina test); and
    iv. the Every Student Succeeds Act (ESSA).

Instructional Accommodations
Although this guide focuses on the Annual Testing Program and the testing accommodations that may be considered in determining how a student will equitably participate in the state tests, it is also important, to recognize instructional accommodations. The accommodations to be used during instruction and classroom assessments should always be discussed, finalized, and documented in the current EL Plan before the discussion and documentation of accommodations to be used during a state-mandated test administration. These accommodations should enable the student to access information during instruction and generally are not held to the same restrictions as testing accommodations. A wide array of accommodations may be used during instruction. If there are questions regarding instructional accommodations, the student's ESL teachers and public school unit EL staff may be of assistance. After the EL team or committee determines which accommodations are needed during instruction and classroom tests, it should then address state testing. The accommodations for state tests are typically a subset of those needed during instruction.

Accessibility Supports
North Carolina's Accessibility Framework consists of supports that are available to students in instructional and testing situations. To be used during a test, students must have experience using the accessibility supports regularly in classroom instruction and with similar classroom tests. Accessibility supports must not be introduced for the first time during state tests. See *Section D* of this guide for more information on the accessibility supports approved by the Annual Testing Program for use by all students.

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

In the event the EL team or committee responsible for making decisions about testing accommodations encounters procedures not specified in this document, the team or committee is to contact the public school unit test coordinator and the EL coordinator for clarification before documenting a final decision. The public school unit test coordinator and EL coordinator can provide the team or committee with information regarding the potential impact of the team's or committee's decision regarding test validity and test security (e.g., test scheduling) in addition to mandates such as the federal ESSA legislation, the North Carolina Administrative Procedures Act, SBE policies, and the *Testing Code of Ethics*.

The SBE determines standards for all North Carolina tests. Individuals responsible for making decisions about testing accommodations for ELs are not permitted to revise the standards established by the SBE in order to meet the unique needs of a student.

Student Participation in the Annual Testing Program
The EL team or committee responsible for making decisions about test accommodations must be informed about the state testing requirements at each grade level and understand the guidelines governing the provision and use of the testing accommodations. The following provides a list of the state-mandated tests in the 2021–22 Annual Testing Program by grade.

Note: Although the ACCESS for ELLs is part of the Annual Testing Program, accommodations for this test that are designed for ELs are described in the *North Carolina State Specific Guidance for WIDA™ Assessments*.

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

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

Grade 4
1. EOG Reading Test
2. EOG Mathematics Test
3. National Assessment of Educational Progress (NAEP)
4. *ACCESS for ELLs*

Grade 5
1. EOG Reading Test
2. EOG Mathematics Test
3. EOG Science Test
4. *ACCESS for ELLs*

Grade 6
1. EOG Reading Test
2. EOG Mathematics Test
3. *ACCESS for ELLs*

Grade 7
1. EOG Reading Test
2. EOG Mathematics Test
3. *ACCESS for ELLs*

Grade 8
1. EOG Reading Test
2. EOG Mathematics Test or EOC NC Math 1[1]
3. EOG Science Test
4. NAEP
5. *ACCESS for ELLs*

Grade 9
1. EOC Tests[1]
2. *ACCESS for ELLs*

Grade 10
1. EOC Tests[1]
2. PreACT®
3. *ACCESS for ELLs*

Grade 11
1. EOC Tests[1]
2. ACT®
3. *ACCESS for ELLs*

Grade 12
1. EOC Tests[1]
2. ACT WorkKeys®
3. NAEP
4. *ACCESS for ELLs*

Guiding Principles for Accommodations
The following "Guiding Principles" for accommodations used during state-mandated tests are adapted from a document published by the Council for Exceptional Children. EL teams or committees should consider these guidelines when making testing accommodation decisions for EL students.
   a) **Do not assume that all ELs need testing accommodations.** Accommodations provided and used in state tests should be used routinely in instruction and similar classroom tests.

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[1] North Carolina EOC assessments are administered at the end of the course for Biology, English II, NC Math 1, and NC Math 3 16 N.C. Admin. Code 06D .0309 specifies that "students who are enrolled for credit in courses in which EOC assessments are required shall take the appropriate EOC assessment at the completion of the course."

b) **Base accommodations on student need.** Whether a student receives testing accommodations and what those accommodations should be must be based on the individual needs of that student. Do not base such decisions on educational program placement. While students with the same abilities may tend to need the same or similar kinds of accommodations, this is not a sound basis for making decisions.

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. Additionally, the student's ability to access the test from a language perspective must be taken into consideration when making testing decisions.

d) **Integrate test accommodations into classroom instruction.** Decisions regarding testing accommodations must be based on those accommodations the student requires to access instruction and similar classroom tests. The instructional accommodation decision thus comes before the testing accommodation decision.

e) **Know which accommodations are approved for each test.** Refer to Table 4 included in this publication for a list of approved testing accommodations. The lists are specific for each test.

f) **Plan early for accommodations.** The need for accommodations should be evident during classroom instruction. The discussion concerning testing accommodations should take place well before the administrations of any tests 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 the accommodation and a willingness to use it. It is likely a student who is uncomfortable with an accommodation may be reluctant to use it.

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

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 may outweigh any benefits.

j) **Determine if the selected accommodation requires another accommodation.** There are some accommodations, such as the *Test Read Aloud (in English)*, that require the student to also receive a special test environment accommodation.

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 a student.

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

Accommodations for the National Assessment of Educational Progress (NAEP)

To ensure the integrity of NAEP, every effort must be made to include each selected student in the testing sessions. The Annual Testing Program recommends EL teams or committees utilize the accommodation(s) in the *District Assessment* section of the respective plans during the administration of NAEP. Participation is required for students who can access the assessment; there are no consequences for students or schools based on student performance. Using the documented accommodations or revisiting those in the *District* and *State Assessment* section of the EL Plans will provide increased access. For more information about NAEP testing, refer to the [North Carolina Test Coordinators' Policies and Procedures Handbook](#).

NAEP procedures for the EL team or committee. When determining appropriate accommodations for the NAEP, the EL team or committee should refer to the accommodations listed in the *District Assessment* portion of the EL Plan and determine if those accommodations are appropriate and allowable according to the NAEP guidelines. The EL team or committee should contact the school testing coordinator for the most recent list of approved accommodations designated by the NAEP.

If the EL team or committee determines after consulting with the school test coordinator that a student cannot access the NAEP, a student may be excluded from participating in the administration of the NAEP. Before excluding a student based on an accommodation need, the school test coordinator is to send an email to the North Carolina NAEP State Coordinator at Andrea.Faulkner@dpi.nc.gov. The email should include the school name

and contact information along with a summary of the student's accommodation needs. Confidential student-identifying information should not be included in the email. The NAEP State Coordinator will review the email and respond with a follow-up email or phone call to include comprehensive guidance.

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

Accommodations for North Carolina-Developed Tests
Each member of the school-based EL team or committee is to have access to the accommodation information located in this guide at the annual meeting so that specific procedures for a test administration can be discussed, determined, and documented. The team or committee has the responsibility of specifying, to the greatest degree possible, how the accommodation is 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.

The following accommodations approved for use by the NCDPI Division of Accountability Services will result in *valid* test scores for North Carolina-developed tests:
- *Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator*
- *Multiple Testing Sessions*
- *Scheduled Extended Time*
- *Testing in a Separate Room*
- *Student Reads Test Aloud to Self*
- *Test Read Aloud (in English)* (Use of this accommodation during the administration of a state test that measures reading comprehension invalidates the results of the test.) Tests in the Annual Testing Program that measure reading comprehension include

- o the Beginning-of-Grade 3 Reading Test,
- o the North Carolina End-of-Grade Reading tests, and
- o the North Carolina End-of-Course English II test.

Role of the EL Team or Committee
Accommodations must be assigned selectively and thoughtfully according to individual student needs and EL team or committee input. The team or committee of school-based individuals who make testing accommodations decisions for ELs should take the following specific student background characteristics into consideration when determining accommodations:
- the student's current level of English proficiency
- the level of previous schooling in the student's home language
- the amount of schooling and instruction the student has received in U.S. schools

Accommodation decision-making teams or committees for individual students are to select, for each test, only those accommodations that do not invalidate the test score. Accommodations that alter the construct of the test, interfere with the measurement of the construct, or provide inappropriate assistance to the student within the context of the test also invalidate the results of the test. Moreover, provision of accommodations for North Carolina tests that are not specified in this publication may invalidate the results of a given test.

To ensure appropriate testing decisions are made for students identified as ELs, decisions should be made by the school EL team or committee, and not the individual ESL teacher. The team or committee should meet annually and may consist of the school principal, ESL teacher, regular education teacher, counselor, parent, legal guardian, or surrogate parent. The parent, legal guardian, surrogate parent, or teacher may request additional meetings of the team or committee if changes need to be made to the student's accommodations.

Testing decisions for the use of accommodations must be made on a case-by-case basis for the individual student. Addressing one state test at a time enables the team or committee to focus on individual student needs for each test. Parents, legal guardians, or surrogate parents who cannot attend this meeting must be notified of the testing accommodations.

North Carolina testing personnel must refer to the *North Carolina State Specific Guidance for WIDA Assessments* for annual testing for information regarding specific policy and guidance on the state-approved test administration procedures and accommodations for all WIDA assessments.

Documenting English Learner Accommodations
If the EL team or committee determines testing with accommodations is appropriate, documentation must substantiate this in the student's current EL Plan. The documented accommodations must be used routinely during classroom instruction and similar classroom tests that measure the same construct. If a student does not have at least thirty school days before the test date to use the accommodation, then its use cannot be considered "used routinely" during instruction or similar classroom tests.

Public school units must ensure the accommodation terminology used on testing accommodation documentation (e.g., EL Plans) aligns with designated state-approved accommodations. Refer to Table 4 in *Section E* for a complete list of Approved EL Testing Accommodations. The state-approved language must be used to document both the testing accommodations and the guidelines for providing them. Because some accommodations require details as to how the accommodation must be provided (e.g., the amount of *Scheduled Extended Time*), it is also essential that accommodations documentation include designated areas to record the required details of how to provide these accommodations.

The Annual Testing Program has provided testing accommodations charts to assist in maintaining alignment and consistency in accommodations documentation. For example, an EL team or committee could complete the *English Learner (EL) Documentation Testing Accommodations Chart* and include it in the EL Plan as substantiation for testing accommodations. These charts are available at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-accommodations.

Testing Accommodations Documentation
To meet the needs of the whole child and ensure a complete record of testing accommodations that may address the student's needs, the NCDPI has established the following order for testing accommodation documentation (there can only be one authoritative source for data collection purposes):
1. IEP
2. Section 504 Plan
3. EL Plan or documentation
4. Transitory Impairment documentation

For example, all testing accommodations for a student with an IEP who is also identified as an EL must be documented in the student's IEP (including those related to the student's English learning needs). Using the IEP to document all the student's testing accommodations does not diminish the

importance of the accommodations based on the student's various identifications, but rather encourages child-centered, results-oriented decision making. All appropriate team members must be present or consulted before accommodations decisions are made. To implement the documentation in the best interest of the student, the EL team or committee members should be present or consulted before meetings where accommodations decisions are made.

Students with Disabilities Also Identified as English Learners
Students with disabilities who are also identified as ELs are eligible for all of the state-approved testing accommodations for students with disabilities. These students are also eligible for the state-approved testing accommodations for ELs if they meet specific criteria as outlined in SBE policy TEST-011. All the EL testing accommodations overlap with those approved for students with disabilities, with the exception of 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 along with the other pertinent information required within the plan.

Additional information regarding the testing of students with disabilities who are also identified as ELs can be found in the *Testing Students with Disabilities Handbook*.

Changes in Accommodations before Testing
For a student identified as an EL to be eligible to receive a testing accommodation, the accommodation must be documented in the student's current EL Plan, and the accommodation must be routinely used during instruction and similar classroom tests. Instructional accommodations can and should be used or changed as appropriate to meet the needs of the student; however, it is a best practice for a student to have at least thirty school days before the test date to use the accommodation. This helps ensure the student has experience using the accommodations 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 are to be provided the following information on an individual basis before the test date:
- identity of the test administrator and proctor (if utilized), (It is desirable that students know and have worked with these individuals before the test administration.);
- test date, time the test administration is scheduled to begin, room location; and
- the testing accommodations that will be provided and the way in which they will be provided.

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

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

Accommodations documented on the EL Plan must be provided during the test administration regardless of whether a student wants to use them.

Procedures to Follow When a Student Declines the Use of a Testing Accommodation
If accommodations are documented on the current EL Plan on the day of testing, it is expected they will be provided during the test administrations regardless of whether a student wants to use them. However, the EL team or committee is expected to determine, during the annual review, the procedures to be followed in the event the student declines to use the accommodation(s) during the test administration. Before the test administration date, the student will be notified of the accommodation(s) that will be provided during the test administration. Documentation of

notification should be maintained at the school. The student will also be reminded of the accommodation(s) on the day of testing before the test administration. Steps 1–4 outline the process schools must follow when a student declines the use of documented accommodations on the day of the test.

- **Step 1.** It is the school's responsibility to ensure all documented accommodations are provided to the student. If the student chooses to decline the use of an accommodation on the day of the test, the student's decision is then discussed thoroughly with the student to ensure the student understands the reasons for the accommodation and the potential consequences of not using it. The student should also be informed that their parent, legal guardian, or surrogate parent will be notified of the refusal and given the option to request a retest, which means the student would have to take the test again. This can be handled by the test administrator, principal, or principal's designee. If the student agrees to use the accommodation(s), the testing session continues.
- **Step 2.** If the student continues to decline the use of the accommodation(s), the refusal must be reported immediately to the school test coordinator to allow any needed changes to the student's testing time and location. The refusal should also be documented on the state accommodations monitoring form (i.e., *Review of Accommodations Used During Testing*) indicating the student did not use the accommodation(s). The school test coordinator will notify the EL contact (i.e., the person who manages the student's EL Plan development) and the public school unit test coordinator at the end of testing.
- **Step 3.** Immediately upon completion of testing, on the same day, the parent, legal guardian, or surrogate parent is notified by telephone with a follow-up in writing that the accommodation was provided at the start of the test administration, but the student declined the use of the accommodation. Telephone and written follow-up are to be completed by the student's EL contact. A Report of Testing Irregularity must be completed in the Online Testing Irregularity Submission System (OTISS).
- **Step 4.** If the parent, legal guardian, or surrogate parent wishes to have the student retested, then this must be documented in writing with the parent's, legal guardian's, or surrogate parent's signature. This documentation must be completed before the parent, legal guardian, or surrogate parent knows the test results. If the parent, legal guardian, or surrogate parent chooses a retest, the first test administration is invalidated, and the student must be retested using another secure form of the test.

- **Step 5.** After testing is complete, the EL team or committee reconvenes to readdress the recommendations for accommodation(s) and the student's concerns. The student should be encouraged to attend the meeting so that concerns, implications, and decisions about future testing accommodations can be discussed with the students before the next testing window. The *Review of Accommodations Used During Testing* forms completed during previous test administrations should be reviewed at this meeting to inform testing accommodations decisions.

As mentioned in Step 1, a student may decline the use of an accommodation during a testing session. "Decline" is defined as a student's refusal to use a documented accommodation. For example, a student who has *Test Read Aloud (in English)* and chooses not to engage in the read aloud function on the computer would be declining a documented accommodation. However, students who do not utilize the *Scheduled Extended Time* accommodation because they finish within the provided testing time, would not be considered declining since they did not need to utilize the additional time.

Procedures to Follow When Required Testing Accommodations Have Not Been Provided

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

(1) the parent, legal guardian, or surrogate parent must be notified immediately and
(2) a Report of Testing Irregularity available through the OTISS is to be completed.
(3) If the parent, legal guardian, or surrogate parent signs a statement waiving the right to have the student retested with the required accommodation, the test results from the administration without the accommodation will be used for state and local accountability purposes and student performance placement. The statement waiving the right to retest must be signed before the parent, legal guardian, or surrogate parent is informed of the test results.
(4) If the parent, legal guardian, or surrogate parent signs a statement indicating that the student must be retested with the required accommodation, the public school unit superintendent or director declares a misadministration, and the affected student is administered another secure form of the test with the required accommodation. This statement of consent to retest must be signed before the parent, legal guardian, or surrogate parent is informed of the test results.

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

If a student is provided a testing accommodation that is not required based on the student's EL Plan, the result may be a misadministration. When a student is provided with a testing accommodation that is not required,

    (1) the parent, legal guardian, or surrogate parent must be notified immediately;

    (2) a Report of Testing Irregularity available through the OTISS is to be completed; and

    (3) an investigation must be conducted to determine if the provision of the accommodation does in fact result in a misadministration;

    (4) the public school unit superintendent or director declares a misadministration, if necessary; and

    (5) the affected student is administered another secure form of the test without the provision of the accommodation. If after the investigation a misadministration is not declared, the test results from the administration with the undocumented accommodation will be used for state and local accountability purposes and student performance placement.

Valid and Invalid Test Results

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

D. Accessibility Framework

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

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

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

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

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

Designated features must be assigned to a student by trained educators or teams using a consistent process as determined at the local level. The use of any of these designated features can be considered as part of a standard test administration. In order to be used during a test, students must have experience using the designated features routinely during classroom

instruction and with similar classroom tests. They must not be introduced for the first time during state tests.

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

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

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

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

Online and Paper Administrations
Color Acetate Overlays • A color acetate overlay can change background color to provide the student with higher contrast or glare reduction. • A student may use only one color overlay for testing.
Noise-Cancelling Headphones and Ear Plugs • Headphones and ear plugs reduce unwanted ambient and low frequency sounds. • Headphones must not be connected to any device (e.g., Bluetooth/wireless).
Adapted Pencil • larger diameter • modified special grip for a No. 2 pencil • mechanical No. 2 pencil
Reading Tracker • A tracking tool guides the student's eyes while reading text. • Reading trackers must be blank (i.e., empty space on both sides) for test administrations.
Preferential Seating within the Regular Classroom • Preferential seating within the regular classroom (i.e., not in a separate setting) may be used for students for the administration of all tests within the Annual Testing Program. • Preferential seating may be appropriate for students who have difficulty maintaining attention in a group setting, students who use specialized equipment that may be distracting to others, or students with visual impairments who may need special lighting or a seat closer to the front of the room. • Preferential seating must be used routinely during classroom instruction and similar classroom tests. • All preferential seating must be positioned in such a way that no student is able to see another student's test documents.

Online and Paper Administrations

Adaptive Seating
   • Adaptive seating must be consistent with the seating used routinely during classroom instruction and similar classroom tests.
   • Adaptive seating may include round tables, standing desks, stability or yoga balls, working on the floor with a clipboard, sitting on a couch, or sitting on a floor mat at a table.
   • All adaptive seating must be positioned in such a way that no student is able to see another student's test documents.
   • All rooms with adaptive seating designated for testing (including those to which students may be relocated) *must* be approved by the Regional Accountability Coordinator (RAC) before testing can occur.

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

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

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

Specific information about approved accommodations for use on state-mandated tests for ELs can be found in *Section E* of this guide. The *Guidelines for Testing Students Identified as English Learners* publication is

also available at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-identified-english-learners.

Accessibility Framework Decision–Making Support

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

1. **EXPECT** students to achieve grade-level standards

2. **LEARN** about accessibility supports for instruction and assessment

3. **SELECT** accessibility supports for instruction and assessment

4. **ADMINISTER** accessibility supports during instruction and assessment

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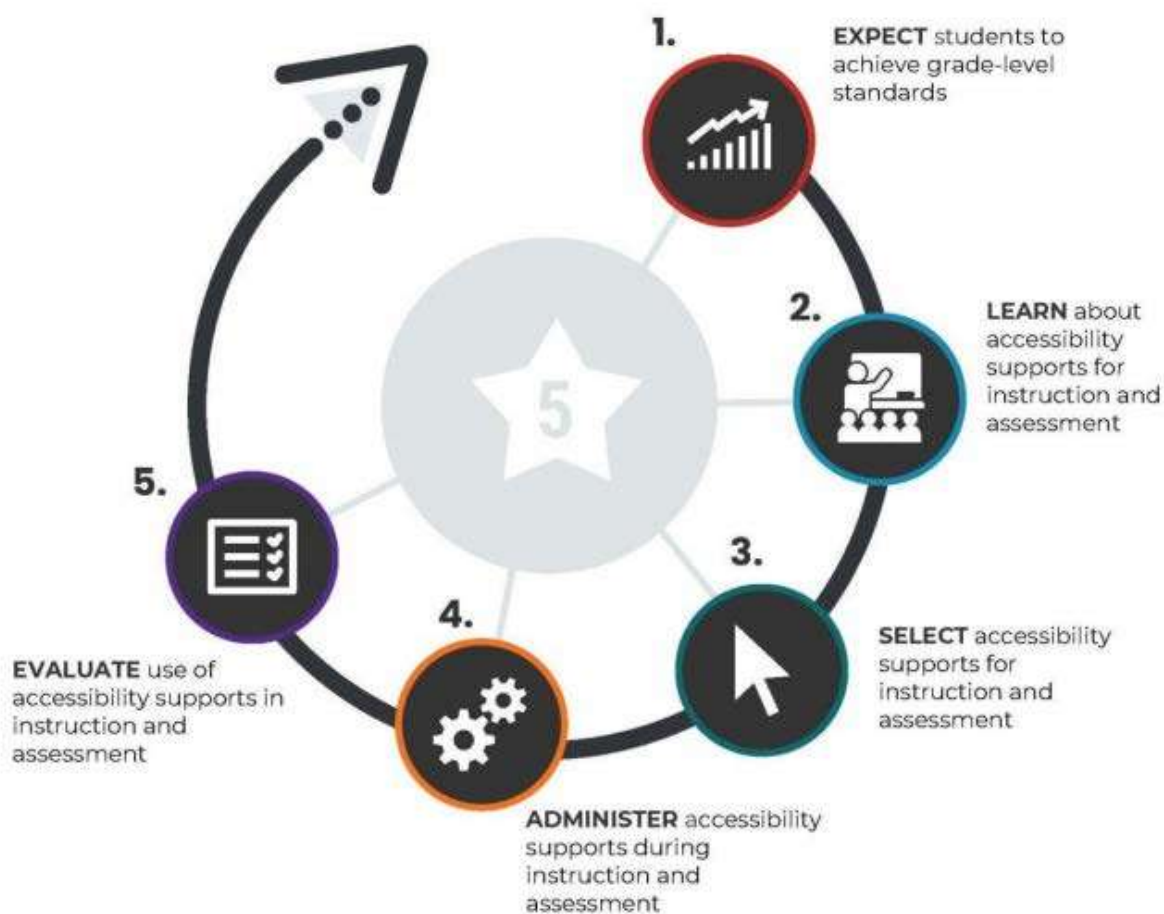
Lazarus, S., Goldstone, L., Wheeler, T., Paul, J., Prestridge, S., Sharp, T., Hochstetter, A., and Warren, S. (2021). CCSSO Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students. The Council of Chief State School Officers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

E. Testing Accommodations for English Learners— Descriptions and Procedures

This section provides information about the approved accommodations for use on state-mandated tests in the Annual Testing Program. When accommodations are provided in accordance with the procedures in this section and a proper test administration, results from the tests are deemed valid. It is vital for ELs 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.

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

Approved EL Accommodations Table
Table 4 contains the accommodations that are approved for use by the Annual Testing Program for online and paper administrations of North Carolina state-mandated tests for students identified as ELs.

Table 4. Approved Accommodations for Students Identified as ELs

Accommodation	Online and Paper Administrations		
	BOG3 Reading Test, EOG Reading Tests (Grades 3–8), and EOC English II	EOG Mathematics Tests (Grades 3–8) EOC NC Math 1 and NC Math 3	EOG Science Tests (Grades 5 and 8) and EOC Biology
Student Reads Test Aloud to Self	Yes	Yes	Yes
Test Read Aloud (in English)	No[1]	Yes	Yes
Multiple Testing Sessions	Yes	Yes	Yes
Scheduled Extended Time	Yes	Yes	Yes
Testing in a Separate Room	Yes	Yes	Yes
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)	Yes[2]	Yes[2]	Yes[2]

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

[2]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.

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

Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator

Some ELs use a word-to-word English/native language dictionary or a word-to-word English/native language electronic translator during classroom instruction and tests because of their level of language proficiency. The *Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator* accommodation is allowed for all North Carolina-developed tests. It is not approved for the state-mandated W-APT, WIDA Screener, and ACCESS for ELLs English proficiency tests.

Description

Word-to-word English/native language dictionaries or English/native language electronic translators may be used to assist ELs in translating an unknown word. As with all accommodations for North Carolina tests, (1) the use must be documented in the current EL Plan, and (2) the accommodation must be used routinely during instruction and similar classroom tests.

An English/native language dictionary or an English/native language electronic translator may be used during state-mandated testing, provided the following requirements have been met:
1. The dictionary or translator is a word-to-word or word-to-phrase English/native language dictionary or electronic translator that does not contain definitions. Word-to-phrase means that the English word may translate into a group of words in the student's native language.
2. The dictionary may not contain diagrams, written notes, formulas, etc.
3. The dictionary must be a published document, not a teacher-made or student-made dictionary.
4. The dictionary or electronic translator must be checked and approved by designated personnel in the public school unit before testing to ensure that requirements 1–3 are met. Any dictionary or translator that is questionable can be submitted to the Annual Testing Program through the RAC for clearance before use in the school or district. The Annual Testing Program will review any materials a public school unit submits. Use of a dictionary or electronic translator that is not approved is a testing irregularity and may result in a misadministration.
5. The checked and approved dictionary or electronic translator must be provided to students during the time of state testing.

The Annual Testing Program does not compile a recommended list of dictionaries or electronic translators to be used for this testing accommodation.

It is recommended that students be able to read and write in their native language to have access to this accommodation.

Considerations and Instructions

This accommodation may be appropriate for students at any level of English reading proficiency, although the student must use the accommodation on a regular basis and have been taught how to use the dictionary to clarify the meaning of key words, which requires practice and teacher support.

Because of its limited database, the electronic translator may give inappropriate language-to-language translations.

As the purpose of providing a word-to-word English/native language dictionary/electronic translator is to decrease the language barrier, it is inappropriate to also provide a regular English dictionary, which includes definitions and may provide students with an advantage. Moreover, English dictionaries do not provide translations. Use of an English dictionary during state-mandated testing results in a misadministration.

Multiple Testing Sessions

The *Multiple Testing Sessions* accommodation is approved for all North Carolina-developed tests.

The *Multiple Testing Sessions* accommodation is recommended for ELs who have difficulty concentrating for long periods of time because of their level of English language proficiency, have anxiety about testing in English, or rely heavily on the *Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator* accommodation.

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

Consideration 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 general test administration but may continue beyond the school's schedule for the regular test administration if the EL Plan designates the sessions are to stretch across multiple days.

Scheduling for more than one test administration. For students who are required to take more than one test (e.g., EOG reading and mathematics) during a designated testing window, the multiple testing sessions for the first test must begin on the same day as the general test but may continue beyond the school's schedule for the regular test administration if the EL 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.

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

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

Specific procedures during the test administration and the role of EL team or committee. There are several ways in which the *Multiple Testing Sessions* accommodation may be provided. The EL team or committee makes the determination and documents the specifics in the EL Plan before the test administration. The decision must be based on the individual needs of the student. For example, it may be appropriate for the student
- to begin the test on the same day as the general administration and complete the test on a subsequent school day(s);
- to begin the test on the same day as the general administration and complete the test on a makeup day;
- to test for a specified time (e.g., fifteen minutes), then take a break (e.g., five minutes), and then test again for a specified time, etc.;
- to complete a predetermined number of test questions (e.g., ten questions), then take a break (e.g., three minutes), and then complete the next predetermined set of test questions, etc.; or
- to use the *Testing in a Separate Room* accommodation so as not to disturb other students.

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

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

If the student requires additional time beyond the total time designated in the test administration guide, the EL team or committee should consider the provision of the *Scheduled Extended Time* accommodation. If the student is

not also provided the *Scheduled Extended Time* accommodation, the student is expected to complete the test within the total test administration time designated in the test administration guide. For the *Multiple Testing Sessions* accommodation, the total test administration time is divided into minisessions based on the decision and documentation of the EL team or committee.

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

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

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

For extended breaks, the test administrator must
- alert students when they have five minutes remaining before the break;
- paper clip students' test books so they cannot return to previously attempted questions (Pages that contain reading selections students will need access to must not be paper clipped; therefore, students must complete the reading selection they are working on and the selection's questions before the break or going to lunch.);
- monitor online students carefully to ensure they do not return to previous questions (NCTest allows students to access previously completed questions when they return from their break.); and

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

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

- **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.
- **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 should instruct the student to close NCTest by clicking the EXIT button on the Review or Pause page. When the Exit Logout screen pops up the test administrator will need 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 is resuming the test again the test administrator will need to log back in to NCTest and launch the test to allow the student to continue working on the test.

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

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

Questions for the EL Team or Committee

The EL team or committee may wish to address the following questions when determining whether the *Multiple Testing Sessions* accommodation is appropriate for the student:

1. Does the student typically require extra time over several days to complete classroom assignments and similar classroom tests?

2. What is the current test time and break time for each test? Is the student able to access the test with standard time and scripted breaks?
3. Does the student need additional time to complete the test in addition to taking more frequent breaks or having the test given over multiple days? If so, the EL team or 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 but with more frequent breaks or over multiple days? If so, *Scheduled Extended Time* should not be documented as an appropriate accommodation.
5. Does the student routinely use the *Multiple Testing Sessions* accommodation during regular classroom instruction and similar classroom tests?
6. Is the student using another accommodation during the administration of the state test that may require the provision of the *Multiple Testing Sessions* accommodation?
7. Should the student be provided the *Testing in a Separate Room* accommodation?
8. Has there been discussion as to how the *Multiple Testing Sessions* accommodation will be provided to the student during the administration of the state test?

Scheduled Extended Time

The *Scheduled Extended Time* accommodation is approved for all North Carolina-developed tests.

The Annual Testing Program requires all students be allowed ample time to complete the tests. If a student typically requires more time than other students to complete classroom assignments and tests, the EL team or committee may want to address *Scheduled Extended Time* as a possible testing accommodation.

Description
The *Scheduled Extended Time* accommodation allows the test to be administered during a scheduled extended period of time. As with all accommodations for North Carolina tests, (1) the use must be documented in the current EL Plan, and (2) the accommodation must be used routinely during instruction and similar classroom tests.

Considerations and Instructions
Role of the EL team or committee. *Scheduled Extended Time* may be an appropriate testing accommodation if the EL team or committee determines that, because of the student's level of language proficiency, the student will need additional time to complete the test beyond the time designated in the test administration guide. The EL team or committee determines how this accommodation will be provided and documents the specifics in the EL Plan before the test administration.

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

Scheduling. Students with the *Scheduled Extended Time* accommodation must be allowed as much time as they need to complete the test on the scheduled test day. An estimate of the maximum amount of extended time should be documented, to the extent possible, in the student's current IEP or Section 504 Plan. This may be in terms of a multiple of the designated administration time (e.g., 1.5 times the designated administration time) or as a specified amount of time (e.g., one hour beyond the designated administration time). The EL team or committee must review the local policy and document the final decision. Students being provided the *Scheduled Extended Time* accommodation without the additional accommodation of

Multiple Testing Sessions should have the ability to complete the test in one day and are thus limited to one school day.

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

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

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

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

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

If the student does not have the opportunity to communicate with others or to access any electronic devices (e.g., computers, cell phones) during lunch, the student can go back to previously attempted questions following the break. Exception: For all North Carolina mathematics tests, students may not go back and work on calculator inactive questions if they 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
- alert students when they have five minutes remaining before the break;
- paper clip students' test books so they cannot return to previously attempted questions (Pages that contain reading selections students will need access to must not be paper clipped; therefore, students must complete the reading selection they are working on and the selection's questions before leaving the testing area.);
- monitor online students carefully to ensure they do not return to previous questions (NCTest allows students to access previously completed questions when they return from their break.); and
- inform students of this policy and instruct students that they must not discuss specific test questions or information contained within the test with others after they leave the room for breaks or lunch.

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

1. Does the student typically require extra time to complete classroom assignments and similar classroom tests?
2. Does the student routinely use the *Scheduled Extended Time* accommodation during regular classroom instruction and similar classroom tests?
3. Is the student provided another accommodation during the administration of the state test that may require the provision of the *Scheduled Extended Time* accommodation?
4. Can the student complete the state test with extended time on one day? If not, the *Multiple Testing Sessions* accommodation should be discussed.
5. Should the student be provided the *Testing in a Separate Room* accommodation?
6. Has there been discussion as to how the *Scheduled Extended Time* accommodation will be provided to the student during the administration of the state test?

Testing in a Separate Room
(One-on-One or Small Group Test Administration)

The *Testing in a Separate Room* accommodation is approved for all North Carolina-developed tests.

Some EL students require greater concentration for longer periods of time based on their level of language proficiency, or they may be using other state testing accommodations, and these factors may require testing in a separate setting.

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

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

One-on-one setting. If the EL 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 EL team or committee specifies the test administration is to occur in a small group, the EL 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 EL Plan. If the EL 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 EL Plan.

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

student will be provided do require the *Testing in a Separate Room* accommodation, they too must be documented in the student's EL Plan.

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

Scheduling. It is inappropriate to provide certain accommodations to a small group unless all the students in the group are receiving the same accommodations. The principal or principal's designee, usually the school test coordinator, shall assist in locating a separate room for the test administration.

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

Questions for the EL Team or Committee
The EL team or committee may wish to address the following questions when determining whether the *Testing in a Separate Room* accommodation is appropriate for the student:
1. Does the student typically require a separate room to complete classroom assignments and similar classroom tests?
2. Is the student being provided another accommodation during the administration of the state test that may require the provision of the *Testing in a Separate Room* accommodation?
3. Will the student receive this accommodation during the state test administration on an individual basis or in a small group? Has the maximum number or a range for the small group been specified in the EL Plan?
4. Does the student require a study carrel, special furniture, or special lighting?

Student Reads Test Aloud to Self

The *Student Reads Test Aloud to Self* accommodation is approved for all North Carolina-developed tests.

The *Student Reads Test Aloud to Self* accommodation is recommended for students who, because of their level of language proficiency, need to read printed or computer-based tests and classroom materials aloud to themselves.

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

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

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

If the *Student Reads Test Aloud to Self* accommodation is provided, a 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. Beginning-of-Grade 3 (BOG3) Reading Test
2. North Carolina EOG Tests of Reading (Grades 3–8)
3. North Carolina EOC Test of English II

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

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

Test Read Aloud (in English)

The *Test Read Aloud (in English)* accommodation is available for specific tests. North Carolina does not provide any general test or alternate assessment in a language other than English.

North Carolina reading tests. If the *Test Read Aloud (in English)* accommodation is provided during the administration of North Carolina tests that measure reading comprehension (i.e., selections, sample questions, test questions, or answer choices are read aloud to the student), the test results are invalid. The following North Carolina tests measure reading comprehension:
1. BOG3 Reading Test
2. North Carolina EOG Tests of Reading (Grades 3–8)
3. North Carolina EOC Test of English II

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

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

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

Considerations and Instructions
Procedures during the actual test administration and the role of the EL team or committee. The EL team or 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 EL Plan.

There are three methods in which a student may have a test read aloud:
(1) the test administrator reads the test aloud, (2) a computer reads the test aloud, or (3) a combination of the two methods. The EL team or committee may wish to consider these options when making decisions about what

manner tests will be read aloud to the student when using the *Test Read Aloud (in English)* accommodation:
- Student is to have everything (including words on maps, tables, graphs, charts, computer screen, etc.) 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)* accommodation with online testing.**
Students provided the *Test Read Aloud (in English)* accommodation for online testing can control which portions of the online test are read aloud by clicking a button beside the desired text. The computer will read aloud what a human reader typically reads aloud.

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

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

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

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

automatically turn on the option for the computer to read the test aloud in the student's SIQ. If this is an option that is not needed for a student, this functionality can be turned off in the SIQ during the verification process. If Test Read Aloud (in English) is selected in their SIQ, the computer will generate one of the Test Read Aloud (in English) forms.

Guidelines for Test Administrators Reading the Test Aloud
Information from the student's EL Plan regarding specific procedures for the provision of the *Test Read Aloud (in English)* accommodation must be available for the test administrator on the day of testing.

The test administrator must review the regular test administration procedures in the test administration guide before the test administration day and should omit reading aloud general directions that are not applicable for students provided the *Test Read Aloud (in English)* accommodation.

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

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

Frames. When necessary, introductory statements for selections, referred to as frames, are included in test books and online for some tests of reading

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

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

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

Before the testing session begins, the test administrator must set the computer's volume to an appropriate level. The volume cannot be modified through the computer once Chromebooks with the NCTest Chrome App or the NC Test Secure Browser has been launched unless there is a volume control feature on the headphones themselves. Volume controls are available on the NCTest iPad App.

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

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

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

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

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

14. For online testing, does the test administrator require a special setup of an extra computer monitor or another visual device to read the test aloud to the student?
15. If the EL team or committee is considering the provision of the *Test Read Aloud (in English)* accommodation during the administration of a state test that measures reading comprehension, has there been discussion that the tests results will not be valid?

F. Monitoring Accommodations

North Carolina's Comprehensive Plan for Monitoring Testing Accommodations

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

In October 2009, the USED approved North Carolina's comprehensive plan for monitoring the use of testing accommodations in local school systems. The NCDPI Division of Accountability Services is responsible for conducting all monitoring activities with assistance and participation from the Divisions of Exceptional Children and Academic Standards. For more information about the *North Carolina Annual Testing Program Accommodations Monitoring Plan*, refer to the *Testing Students with Disabilities Handbook*.

***Review of Accommodations Used During Testing* Form**

In order to meet the accommodations monitoring requirements of the USED, the NCDPI developed the *Review of Accommodations Used During Testing* form, available in *Appendix A* and found online at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-accommodations. This form must be completed for each student who requires testing accommodations. One form must be completed for each state test for which the student requires testing accommodations. *Review of Accommodations Used During Testing* forms are not required for PreACT, ACT, or ACT WorkKeys tests.

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

Tracking Required Testing Accommodations and Planning for Test Administrations

In order to electronically track and monitor required testing accommodations, schools must enter testing accommodations data into an accommodations management system (i.e., ECATS, PowerSchool, or the public school unit-approved, third-party application) at the time of the EL team or committee meeting.

The NCDPI will use the submitted data to monitor testing accommodations and provide feedback to the public school units throughout the school year. In addition, reports available from these systems may be useful to public school unit test coordinators for local monitoring and for planning and scheduling accommodated testing sessions.

Reports from the accommodations management systems can be used before testing to verify that the proper testing accommodations have been scheduled for each student. This verification will help ensure the accommodations provided during the test administration mirror what is documented in the student's EL Plan. Once the testing accommodations have been verified, the school test coordinator can use this information to plan small group administrations, if applicable.

Documentation of Accommodations Provided

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

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

Appendixes

Appendix A: Sample—*Review of Accommodations Used During Testing* form

Review of Accommodations Used During Testing

Student Name	
PowerSchool ID	
Case Manager	

Complete one form per test. Before testing, complete the top of the form and Column 1. During/after testing, complete Column 2. Completed forms should be kept in the student's Individualized Education Program (IEP) folder and/or Section 504/English Learner (EL)/transitory impairment documentation to be accessible for future reference. While the list below includes all state-approved accommodations, some do not apply to students identified solely as ELs. Testing accommodations should be consistent with the accommodations used routinely during classroom instruction and on similar classroom assessments.

Choose one of the following plans (according to order of accommodations documentation).
☐ IEP ☐ Section 504 Plan ☐ EL Plan ☐ Transitory Impairment Documentation

Dates of Plan — Start Date: ___ End Date: ___

Test: ☐ BOG3 ☐ EOG ☐ CCRAA ☐ CTE ☐ ACCESS for ELLs ☐ Alternate ACCESS for ELLs

Subject/Subtest: ___

	Regular Administration	Other Administration
School		
Grade		
Test Date		
Test Administrator		

Column 1: To Be Completed before Testing	Column 2: To Be Completed during/after Testing	
Check the required accommodations documented on the student's IEP/Section 504 Plan/EL Plan/Transitory Impairment Documentation.	Was this accommodation *provided* to the student during testing?	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?
☐ Braille Edition Specify:		
☐ Large Print Edition		
☐ One Test Item Per Page Edition		
☐ Assistive Technology Devices Specify:		
☐ Braille Writer/Braille Paper		
☐ Electronic Braille Notetaker		
☐ Slate and Stylus/Braille Paper		
☐ Cranmer Abacus		
☐ Dictation to a Scribe		
☐ Interpreter/Transliterator Signs/Cues Test		
☐ Magnification Devices		
☐ Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (**EL only**)		
☐ Student Marks Answers in Test Book		
☐ Student Reads Test Aloud to Self		
☐ Test Read Aloud (In English) Specify:		
☐ Multiple Testing Sessions Specify:		
☐ Scheduled Extended Time Amount:		
☐ Testing in a Separate Room Specify:		
☐ Special NCDPI-Approved Accommodation(s) Specify:		

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

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

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

NCDPI Division of Accountability Services

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Appendix B: *Testing Code of Ethics*

Introduction to the Testing Code of Ethics
In North Carolina, standardized testing is an integral part of the educational experience of all students. When properly administered and interpreted, test results provide an independent, uniform source of reliable and valid information, which enables:
- *students* to know the extent to which they have mastered expected knowledge and skills and how they compare to others;
- *parents* to know if their children are acquiring the knowledge and skills needed to succeed in a highly competitive job market;
- *teachers* to know if their students have mastered grade or course-level knowledge and skills in the curriculum and, if not, what weaknesses need to be addressed;
- *community leaders and lawmakers* to know if students in North Carolina schools are improving their performance over time and how the students compare with students from other states or the nation; and
- *citizens* to assess the performance of the public schools.

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

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

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

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

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

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

Testing Code of Ethics

(a) This Rule sets out the administrative testing procedures and testing code of ethics and shall apply to all public school employees, including charter school and regional school employees, who are involved in the state testing program.

(b) The superintendent/charter school director or superintendent's/charter school director's designee shall develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher.

(c) The superintendent/charter school director or superintendent's/charter school director's designee shall instruct personnel who are responsible for the testing program in testing administration procedures. This instruction shall include test administrations that require testing accommodations and shall emphasize the need to follow the directions outlined by the test publisher.

(d) The superintendent/charter school director or superintendent's/charter school director's designee shall designate the personnel who are authorized to have access to secure test materials. "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items.
   (1) Persons who have access to secure test materials shall not use those materials for personal gain.
   (2) No person may copy, reproduce, or paraphrase in any manner or for any reason the test materials without the express written consent of the test publisher.

(e) The principal shall ensure test security within the school building.
   (1) The principal shall store test materials in a secure, locked facility. The principal shall allow test materials to be distributed immediately before the test administration.

(f) Any breach of security, loss of materials, failure to account for materials, or any other deviation from required security procedures shall be reported immediately to the principal, school test coordinator, school system (LEA) test coordinator, superintendent/charter school director, and regional accountability coordinator.

(g) Preparation for testing.
   (1) The superintendent/charter school director shall ensure that school system (LEA) test coordinators:
      (A) secure necessary materials;
      (B) plan and implement training for school test coordinators, test administrators, and proctors;
      (C) ensure each school test coordinator and test administrator is trained before each test administration on the policies and procedures for conducting a proper test administration and for processing and returning test materials; and
      (D) in conjunction with program administrators, ensure the need for test accommodations is documented and that accommodations are limited to the specific need.
   (2) The principal or the principal's designee shall serve as school test coordinator.
   (3) The principal shall ensure the school test coordinator:
      (A) maintains test security and accountability of test materials;

(1) Before each test administration, the school test coordinator shall accurately count and distribute test materials.
(2) Immediately after each test administration, the school test coordinator shall collect, count, and return all test materials to the secure, locked storage facility.

    (B) establishes any needed school policies and procedures to assure all eligible students are tested fairly;
    (C) identifies and trains personnel, proctors, and backup personnel for test administrations; and
    (D) encourages a positive atmosphere for testing.

(4) Test administrators shall be school personnel who have professional training in education and the state testing program.
(5) Teachers shall provide instruction that meets or exceeds the state-adopted curriculum standards to meet the needs of the specific students in the class. Teachers may help students improve test-taking skills by:
    (A) helping students become familiar with test formats using curricular content;
    (B) teaching students test-taking strategies and providing practice sessions;
    (C) helping students learn ways of preparing to take tests; and
    (D) using resource materials such as test questions from test item banks and linking documents in instruction and test preparation.

(h) With respect to test administration.
(1) The superintendent/charter school director or superintendent's/charter school director's designee shall:
    (A) assure each school establishes procedures to ensure all test administrators comply with test publisher guidelines;
    (B) inform the local board of education of any breach of this code of ethics; and
    (C) inform school system (LEA) test coordinators and principals of their responsibilities.
(2) The school test coordinator shall:
    (A) assure school personnel know the content of state and local testing policies;
    (B) implement the school system and local testing policies and procedures to assure all eligible students are tested fairly;
    (C) ensure trained proctors are assigned to test administrations by the principal; and
    (D) ensure all testing irregularities are reported to the school system (LEA) test coordinator.
(3) Test administrators shall:
    (A) administer tests according to the directions in the assessment guide and any subsequent updates developed by the test publisher;
    (B) administer tests to all eligible students;
    (C) report all testing irregularities to the school test coordinator; and
    (D) provide a positive test-taking environment.

      (4)   Proctors shall serve as additional monitors to help the test administrator assure that testing occurs fairly.

 (i) Scoring. The school system test coordinator shall:

      (1)   ensure each test is scored according to the procedures and guidelines defined for the test by the test publisher;

      (2)   maintain quality control during the entire scoring process, which consists of handling and editing documents, scanning answer documents, and producing electronic files and reports. Quality control shall address at a minimum accuracy and scoring consistency.

      (3)   maintain security of tests and data files at all times, including:

          (A)   protecting the confidentiality of students at all times when publicizing test results; and

          (B)   maintaining test security of answer keys and item-specific scoring rubrics.

(j) Analysis and reporting. Educators shall use test scores appropriately. This means that the educator recognizes that a test score is only one piece of information and must be interpreted together with other scores and indicators. Test data help educators understand educational patterns and practices. The superintendent shall ensure that school personnel analyze and report test data ethically and within the limitations described in this paragraph.

      (1)   Educators shall maintain the confidentiality of individual students. Publicizing test scores or any written material containing personally identifiable information from the student's educational records shall not be disseminated or otherwise made available to the public by any member of the State Board of Education, any employee of the State Board of Education, the State Superintendent of Public Instruction, any employee of the North Carolina Department of Public Instruction, any member of a local board of education, any employee of a local board of education, or any other person, except as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C.§1232g.

      (2)   Educators shall release test scores to students, parents, legal guardians, teachers, and the media with interpretive materials as needed.

      (3)   Staff development relating to testing must enable school personnel to respond knowledgeably to questions related to testing, including the tests, scores, scoring procedures, and other interpretive materials.

      (4)   Items and associated materials on a secure test shall not be in the public domain. Only items that are within the public domain may be used for item analysis.

      (5)   Data analysis of test scores for decision-making purposes shall be based upon:

          (A)   disaggregation of data based upon student demographics and other collected variables;

          (B)   examination of grading practices in relation to test scores; and

          (C)   examination of growth trends and goal summary reports for state-mandated tests.

(k) Unethical testing practices include, but are not limited to, the following practices:
    (1) encouraging students to be absent the day of testing;
    (2) encouraging students not to do their best;
    (3) using secure test items or modified secure test items for instruction;
    (4) changing student responses at any time;
    (5) interpreting, explaining, or paraphrasing the test directions or the test items;
    (6) reclassifying students solely for the purpose of avoiding state testing;
    (7) not testing all eligible students;
    (8) failing to provide required accommodations during testing;
    (9) modifying scoring programs including answer keys, equating files, and lookup tables;
    (10) modifying student records solely for the purpose of raising test scores;
    (11) using a single test score to make individual decisions; and
    (12) misleading the public concerning the results and interpretations of test data.
(l) In the event of a violation of this Rule, the State Board of Education may, in accordance with the contested case provisions of Chapter 150B of the General Statutes, impose any one or more of the following sanctions:
    (1) withhold any applicable monetary incentive awards;
    (2) file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;
    (3) seek criminal prosecution of the person or persons responsible for the violation; and
    (4) in accordance with the provisions of 16 NCAC 6C .0312, suspend or revoke the professional license of the person or persons responsible for the violation.

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